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ABSTRACT

In this report, seven programs in selected urban school districts which have been successful in building effective coalitions are identified and described. The programs discussed include: (1) the Business Operations Assistance Program (BOAP) and (2) the Memphis Rotary/Memphis Public Schools Program, both in Memphis, Tennessee; (3) the Greater Tucson Area Foundation, in Arizona; (4) Private Initiatives in Public Education (PIPE), in Seattle, Washington; (5) the Marcus A. Foster Educational Foundation Institute, in Oakland, California; (6) the Coalition of Eleven School Districts, in New York State; and (7) the Large District Forum of Kansas Association of School Boards. These programs cover activities which were designed to function within the school district and those designed to encourage cooperative linkages between the school district and other community agencies. A brief overview of each of the programs is given in the first section of the document, with more detailed materials about particular aspects of each program appearing in extensive appendices. Following the program overview, the document presents the results of a survey of urban school districts conducted to ascertain common trends or practices that might have facilitated and enhanced the establishment or maintenance of viable coalitions. The survey instrument appears in an appendix. (CMG)

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REPORT ON DEVELOPING EFFECTIVE COALITIONS IN URBAN SCHOOL DISTRICTS

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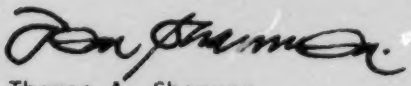
FOREWORD

Today perhaps more than ever before attention is being focused on the subject of generating and sustaining support for the public schools of the nation. The number of students enrolled in our public elementary and secondary schools has declined. In most communities, so has the number of families with school age children. Added to these demographic trends is the fact that state and federal funding priorities for public education have undergone significant change. Then there is the influence of property tax limitations which have had a rather severe impact on public education in several states and a profound psychological or political impact in many others. All of these factors have made it clear that in order to maintain and enhance support for quality educational programs, the base for that support must be broadened.

This report has attempted to identify programs in selected urban school systems which have enjoyed a measure of success in the art of coalition building and to make pertinent information about these programs available for the consideration, study, and use of other members of the NSBA Council of Urban Boards of Education. A companion section of this report attempts to summarize and quantify the experiences of special programs in urban schools that have a dimension which is related to coalition development. This latter effort suffers from the same limitations as other such efforts. That is, it relies on survey information based on the perceptions of others and it deals with past data. But even with these limitations, the total report should be able to assist its readers to minimize the errors made in the development of coalition building programs. We commend the report to your attention.



Thomas A. Shannon
Executive Director

ACKNOWLEDGEMENT

The NSBA Council of Urban Boards of Education, having been in existence since 1967, seeks to provide urban school boards with a forum and a medium to address their unique concerns and to communicate effectively within and without the Council. We also seek to provide positive solutions to common problems.

This report has taken quite a while to complete. The subject of its inquiry is elusive and hard to quantify. These results will require continuous examination and updating as events, circumstances and people change in relation to the programs that are described or others that will be originated.

On behalf of the Steering Committee and the entire Council, I would like to express appreciation to the diligent working committee members whose names appear in this volume and to the NSBA executive staff members without whose support this report would not have been possible.

Mary E. Busch

Mary E. Busch
Chairman of the Council
January 1983

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INTRODUCTION

It is of the most urgent necessity to increase the development of effective coalitions in urban school districts. This is being attempted as a viable support system since aging populations and enrollment declines have had such an adverse impact on public schools. In urban centers, nationally, there are nearly seventy-five percent of households without children in public schools. Therefore, in order for urban school systems to survive properly, new ways have to be instituted to establish and support partnership arrangements between these school systems and other institutions in urban communities.

In April 1980 the National School Boards Association's Council of Urban Boards of Education, under the leadership of its Chairman Virginia P. Rockwell of Denver, created this Committee and other ad hoc study committees. This Committee was charged to:

- identify urban boards of education with effective coalitions;
- examine and describe effective urban coalition programs as they exist with local businesses, community groups, governmental agencies, other institutions and individuals in the community;
- outline procedures that could be exchanged to promote the establishment of such previously described coalitions; and to
- recommend, for council member's considerations, strategies to implement similar successful programs.

The Committee's work began April 1981 and continued under the leadership of the Council's new Chairman Mary E. Busch of Indianapolis .

Several meetings were held by the Committee. The case study methodology was employed to focus on intra and inter district activities. A number of presentation and suggestions were made to the Committee, all of which were discussed thoroughly. The general consensus of the group was to narrow its focus to a limited number of cases. And, the following were suggested for indepth study and discussion:

- Business Operations Assistance Program (BOAP) - Memphis Tennessee
- Memphis Rotary/Memphis Public Schools - Memphis Tennessee
- Greater Tucson's Area Foundation-Tucson - Arizona
- Marcus A. Foster Educational Foundation Institute - Oakland California;
- Coalition of Eleven City School Districts - State of New York
- Large District Forum of the Kansas Association of School Boards.

These programs covered activities which were designed to function within the school district and also those designed to encourage cooperative linkages between the school district and other community agencies.

The Committee also requested that:

- a survey instrument be designed and administered in Urban School Systems to collect some data for the Committee; and that
- the final report contain data analysis and recommendations.

The Committee believes that this document fulfills the charge given to it and hopes that it will be useful to its readers.

PROGRAM BRIEFS

Business Operations Assistance Program (BOAP) - Memphis, Tennessee

The Business Operations Assistance Program represented a commitment from the Memphis business community to provide expertise to the Memphis City Schools in its administrative and business operations. The program was a spinoff of an official action initiated by the Memphis City Schools Board of Education.

Twenty-three executives representing fifteen future Memphis, Inc. member companies participated in reviewing a series of tasks and issued reports. They covered the following areas:

- Budget Control;
- Electronic Data Processing;
- Internal Audit;
- Internal Communications and Public Information;
- Property and Liability Review;
- Investment Planning;
- Building Modernization and Maintenance Operations;
- Personnel; and
- Printing and Reproduction Operations.

The work was assessed in several phases. Reports were also issued. The reviewers concurred that concomitant reports noted that the operations investigated adhered to normal business and administrative practices. However, a number of discrete tasks were documented and recommended that, if implemented, they may improve operations efficiency. An elaboration of these findings and recommendations appear in Appendix I.

Memphis Rotary/Memphis Public Schools Program - Memphis, Tennessee

On April 15, 1980, William S. Pollard, Jr., President of the Memphis Rotary Club, drafted an extremely pertinent letter on the Memphis Rotary/Memphis Public Schools Program to the Memphis Rotarians, a copy of which follows:

The Memphis Rotary Club

HOLIDAY INN RIVERMONT / RIVERSIDE DR. at GEORGIA
Mailing Address P. O. BOX 3458 / MEMPHIS, TENNESSEE 38103 / TELEPHONE (901) 526-1318

April 15, 1980

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PROGRAM CO-ORDINATOR
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The Memphis Rotary Club
Memphis, Tennessee

Dear Fellow-Rotarian:

It is with pride that we present to you the comprehensive/ongoing MEMPHIS ROTARY/MEMPHIS PUBLIC SCHOOLS PROGRAM. This Program is the culmination of intensive study and effort on the part of many during the 1978-79 Rotary Year and during the current year.

It is YOUR Program - its value and its contributions to our Community are directly proportional to YOUR effort and the degree to which YOU wish to become involved.

The presentation is designed to address and to answer the following points:

1. Why should Memphis Rotary be involved in Community Betterment?
2. Why involvement with the Memphis Public Schools?
3. How can Memphis Rotary involvement with the Public Schools contribute to the betterment of our Community?
4. What are the specific goals of the Program and how will they be accomplished?
5. Who specifically will benefit from the Program and how?
6. How can Memphis Rotary create the momentum the Program must have, cause it to build, and cause it to continue?

We challenge YOU to study the Program and allow it to create within you the acceptance of Rotary's ultimate purpose - "SERVICE ABOVE SELF".

We invite you to ask questions, request additional copies of the brochure, and, most important, to advise us that YOU want to be a part of the Program. Please co-ordinate your communications through our Executive Director, Tina Sproles - by phone 526-1318, or drop by the Rotary Office.

We look forward to working with each of you toward the betterment of the Community which we love.

Most sincerely,

Wm. S. Pollard, Jr.

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Over 150 Memphis Rotarians volunteered to participate in the Program, out of which the following three divisions were established:

- Public Relations;
- Intergovernmental Relations; and
- Rotary Incentive.

Appendix II of this report shows the task forces and committee programs under these three divisions.

A report of this Program stated that its first year of existence was productive--possibly the most significant contribution was that of influencing community focus on the schools. Many organizations became involved, sought information and advice from Memphis Rotary/MPS.

Significant knowlege has been gained. Some changes have occurred in the community and in the school system which forced the Program in slightly different directions. Yet, based on the indepth studies prepared by the Committee Chairman, the school's liaisons, and an additional report, a general consensus prevailed that the Program makes the greatest contribution through its specific monopolized service function to the schools. However, to ensure this eventuality, will require the Program to be ongoing since the function of each committee is structured to build upon its self and is a continuous, ongoing effort.

Greater Tucson Area Foundation - Tucson, Arizona

The Greater Tucson Area Foundation is a relatively new non-profit organization, created in 1980. It receives and administers funds from public and private sources to promote work of civics, cultural, and educational organizations in Tucson.

Appendix III of this report has a full description of this foundation and its operations. The ad hoc study committee selected it in 1981-82 for inclusion in this study because of the supportive action of the Greater Tuscon Advisory Foundation governing board. A planning committe was formed to establish a Tucson Unified School District Enrichment Fund to serve as an Advisory Fund to the Foundation. The plan called for funds to be solicited and distributed through the Foundation to support teacher-initiated ideas and programs which could enrich classroom instruction.

In addition to providing some general background information on community foundations, this program contains a synopsis and planning calendar for the Fund. The consensus of the ad hoc study committee was that such information could assist others who are interested in starting this type of venture and preclude them from engaging in unnecessary preliminaries.

Private Initiatives in Public Education (PIPE) - Seattle, Washington

Private Initiatives in Public Education is a non-profit corporation incorporated in the state of Washington to assist in developing, administering, and allocating resources of community sponsors to the Seattle Public Schools, with approval from the school district.

The PIPE Program was developed to meet two basic goals:

- to develop a high level of community involvement and generate support for the public schools; and
- to provide a mechanism through which community resources can be allocated to schools in a stable, equitable and timely manner.

The developers of PIPE also envisioned that it would enhance the schools which had already established community programs and also provide new worthwhile programs that could become expanded to be more universally effective.

The plan provided for the following Advisory Committee Memberships:

- Parent Advisory Committee;
- Teacher Advisory Committee;
- Cultural Advisory Committee;
- Higher Education Advisory Committee; and;
- Partner Advisory Committee.

Each of these committees is discussed in more detail in Appendix IV of this report as are the other major elements of the PIPE Program.

The Pipe Program was initiated at the beginning of the 1979-80 school year. It contains a comprehensive program development and implementation process. Evaluation of the program is ongoing.

Marcus A. Foster Educational Foundation Institute - Oakland, California

Dr. Marcus A. Foster, educator and former superintendent of the Oakland Public Schools, founded the Oakland Educational Institute in 1973 to encourage private financial support and community interest to public education. In November 1973, Dr. Foster was assassinated. To memorialize his innovative ideas in urban education, the Institute was renamed Marcus A. Foster Educational Foundation Institute. Everyone involved felt that the renaming of the Institute to be especially appropriate since it was saturated with Dr. Foster's progressive education ideas. The institute continues to serve as a model to communities seeking solutions to the complex financial problems plaguing the education of children. It also aids in eleminating unnecessary bureaucracy by responding directly to those involved in the teaching process.

The programs supported by the Institute fosters Dr. Foster's philosophy of community involvement in education. These programs are:

- The New Notions for Excellence - provides seed money for Oakland teachers, students, administrators, parent groups, or community organizations to try new ways of promoting academic excellence in the Oakland Public Schools.

- The Health Careers Program - provides on-the-job experience in the diverse field of health care delivery for high school sophomores.

- The Personal and Social Development Program - exposes teachers to a variety of models for the personal and social development of children.

- The Counselor/Corporate Contact Program - bridges the gap between the Oakland Public Schools and private industry by providing corporate exposure in an effort to update the counselor's knowledge of jobs available to students and the necessary requirements.

- The Distinguished Educators Award - specifically rewards educators who, through personal commitment, have made a positive difference in the lives of their students.

- Marcus A. Foster Scholars Program - academic achievement is recognized among high school seniors.

- Marcus A. Foster Career Education Awards Program - achievement in career education is recognized among high school seniors.

- The Youth Leadership Training Program - creates a task-oriented student group representing students from Oakland Public Schools to work toward improving the educational climate in the schools.

Funding for the Institute comes from tax deductible, contributions. The contributors include individual as well as a comprehensive listing of businesses, foundations, and other organizations. The Bylaws appear in Appendix V.

Brief History of the Coalition of Eleven School Districts

On January 30, 1981, the Rochester Board of Education extended an invitation to eleven large school districts in New York State. They all shared a common interest in the outcome of the Levittown case and the issues surrounding municipal and educational overburdens.

The following five factors and the Levittown decision were used to identify the participating districts:

- High total tax rate--school and non-school--over 47 mills (statewide mean without New York City);
- High non-school to school revenue ratio--over 1.62:1 (statewide 75% without New York City);
- High population--over 25,000;
- High population density--over 1,000 per sqnare miles; and
- High proportion of poverty population--over 24 percent.

The following eleven school districts met all of the required criteria:

Albany	New York City	Syracuse
Binghamton	Niagara Falls	Utica
Buffalo	Poughkeepsie	Yonkers
Jamestown	Rochester	

The first conference of the Coalition of the Eleven School Districts took place in Rochester, New York, on February 27, 1981. Ten members were present. Jamestown was absent but supportive of the conference. Two specific proposals--current aid for handicapped and current aid for transportation -- were identified for study. Each district was represented by one voting Board member. A subcommittee of eleven districts met in Albany March 13 on the invitation of the Albany Board of Education.

On March 13, 1981, in Albany, the following additional items were discussed:

- Support for Eleven Board Districts
- Organizational Structure
- Lines of Communication
- Procedures for Inter-districts Communiction
- Legislative Strategy
- Logistics of Next Meeting

It was also decided that an invitation would be sent to key legislators and area legislators to attend a meeting luncheon in Albany on March 24.

On March 31, 1981, Rochester sent a reflection letter on the group. Some suggestions were:

- Individual contacts by Board members and Superintendent with all legislators of the home-school districts through phone communication and letters.
- The mobilization of various pro-education groups in each district to phone and write letters to the legislators.
- Holding local press conferences to react to the small appropriations in the Governor's budget.

On April 7, 1981, Rochester as well as other districts sent Board members to lobby on behalf of the Eleven Albany districts.

An invitation was sent on May 5, 1981, by Binghamton Board of Education offering to host its May 19 meeting. The proposed agenda was:

- Preparation of the Eleven's Fall Organization Meeting.
  - Selection of Officers;
  - Bylaws;
  - Legislative Position for 1981-82;

- Discussion of Specific Educational Programs;
- Legislative Strategy for the Supplemental Budget Reductions; and
- Discussion of the Eleven's district Budget Reductions; and
- Analysis of the Commissioner's Rules and Regulations that affect the Eleven.

A survey questionnaire was sent to the Eleven on July 1, 1981, by the Rochester District asking for information about each of the district's school and city in order to provide a composite picture of the Coalition's needs and characteristics. Responses from the Eleven's were compiled and distributed to all.

On August 28, 1981, Martha Kissinger of Binghamton sent out a copy of the proposed Constitution and Bylaws of the Coalition of Eleven School Districts' requesting a content review by each respective School Board.

A letter, outlining the proposed activities of the October 25 meeting at the Concord Hotel, arranged by Stanley Raub, Executive Director of the New York State School Boards Association, was drafted by President Genovese of the Rochester Board of Education on October 7, 1981. Copies of the Eleven's survey were also forwarded.

The group met as planned on October 25, 1981, and the recorded minutes were distributed to the Eleven Districts. It was also agreed that a meeting would be held in early December to finalize the organization of this Coalition.

Ms. Martha Kissinger of Binghamton coordinated the meeting logistics with the Board Presidents and Superintendents. Ms. Kissinger sent out a letter identifying the various meeting logistics of the December 2, 1981 meeting.

The Rochester District forwarded a proposed tentative November 19, 1981 agenda, and an historical paper on the Coalition of the Eleven School Districts. President Genovese of the Rochester Board of Education had been in telephone communication with all of the board presidents of the Eleven Districts regarding last minute meeting preparations for the December 2, 1981 meeting.

A follow-up meeting was held on December 2, 1981 in Albany at the School District Offices, Albany, New York. Seven of the Eleven Districts were represented. The focus of the meeting involved procedures for determining the future legislative effort of the Coalition. A subsequent meeting was scheduled for January 8, 1982, at which time action on the Articles of Organization for the Coalition would be discussed (see Appendix VI).

This descriptive flow of cooperative activities by Urban School Districts was included by the Committee in order to illustrate how the Process can work within a given state whenever one or more unifying and threatening issues can be identified.

The Large District Forum of Kansas Association of School Boards

This unit was founded on a premise that recognized the indispensability for all school boards throughout the state of Kansas to remain united in one organization -- KASB. However, it was also recognized that some unique challenges existed which confronted school systems in the larger population centers with larger enrollments. Thus, the decision was made to create the KASB Large District Forum as one way to confront these challenges.

This Forum, consisting of KASB member districts from the 30 school systems with the largest student enrollments, comprises what may be viewed as an urban coalition or consortium of school boards with mutual interests and needs which manifests a commitment to jointly address problems and opportunities unique to them.

The specific purposes of the Forum include:

Sponsorship of workshops that provide a forum for effective interaction among the various board members of the member districts throughout the state. In this way, they are able to address unique problems of larger districts and to broaden their opportunities for effective boardsmanship.

Support of proposed legislation of mutual concern. In some educational issues, educators from large school districts throughout the state should take the lead in presenting their concerns directly to the lawmakers. The Forum provides an opportunity to express a united front to legislators.

Promotion of the exchange of ideas and knowledge about topics of concern and problems of member school districts through formal meetings and an informal communications network.

The development of a statistical data base so that a profile of larger school systems in the state of Kansas can be made available to all school boards, the Kansas Department of Education, legislators, and others who influence educational policy in Kansas.

The undertaking of studies of problems and concerns unique to Kansas' larger school districts in order to provide information to those charged with developing solutions.

Facilitating dissemination of information from studies and the establishment of a network of communications beween member districts and to other interested districts through KASB.

The Forum is modeled after a similar program in existence at the National School Boards Association. It holds an annual meeting, uses the 30 largest school districts in Kansas as its data base, elects officers, uses a committee system, and underwrites the cost of workshops and other programs by fees chargeable to those who participate in such meetings. Its bylaws are shown in Appendix VII.

Developing Urban Coalitions Survey

The second phase of the ad hoc committee's task involved conducting a survey of urban school districts to ascertain if there were any common trends or practices that facilitated and enhanced the establishment or maintenance of viable coalitions in urban areas.

Questionnaires were sent to the sixty-five urban school districts which were eligible for membership in the National School Boards Association's Council of Urban Boards of Education. Respondents were asked to complete the survey instrument, and return it plus any descriptive literature that addressed coalitions and school programs to the NSBA Research Department (see appendix VIII). Thirty-seven of the sixty-five urban school districts queried responded to the survey. This represented a fifty-seven percent return rate and was the basis for this section of the report.

The following analysis contains the highlights, findings and summary of the survey:

Highlights

- Many school districts are working in conjunction with community groups and organizations in an effort to develop coalitions;
- Businesses, industrial groups, and community groups are involved with such programs;
- School/community coalitions are not new to most urban school districts;
- Most districts, in developing programs, have experienced some types of problems;
- Many programs have been successful; and
- Some of the student body are active participants in these programs.

SUMMARY OF FINDINGS

Organized Programs which build and maintain coalitions with school districts and the community can be found in 43% of those districts that responded to the survey. In most instances, these programs are conducted in conjunction with local businesses, industrial, and community groups. Colleges, universities, and civic groups also play an important role in the development and implementation of these programs. It would appear, that specialized associations such as legal, medical or dental groups, have minimal input into school and community coalitions. Tables 1 and 2 reflect these findings.

Table 1: Does district have organized programs?

	Total (%)
Yes	43
No	43
Not Sure	14

Table 2: Local groups involved with program

	Total (%)
Business and Industrial Groups	94
Community Groups	88
Colleges and Universities	75
Civic Groups (e.g. Rotary Club)	69
Specialized Associations (legal, medical, dental)	31

Note: Responses add to more than 100% due to multiple mentions.

Apart from the "Adopt-A-School Program," most program names reflect business and/or community involvement. For example:

- A.B.L.E. (Alliance of Business/Community Leadership for Education) -- East Baton Rouge
- Atlanta Partnership of Business and Education, Inc. -- Atlanta
- Community Network for Public Education -- Dallas
- PIPE (Private Initiatives in Public Education) -- Seattle

(Since program names differ from district to district, a complete listing is appended to this report)

On the average, most programs have been in existence for about four years. However, two districts started their programs within the past twelve months. Most districts (79%) had initiated their programs prior to approaching a local group or organization (see Table 3). Approximately one of every five districts (21%) were first approached by an external group or organization. This indicated that some private groups and organizations are just as concerned as school districts are about school/community affairs.

Table 3: Who initiated the program?

	Total (%)
District initiated	79
Group initiated	21

In summarizing respective programs, respondents made the following comments:

- Our program works with legislative proposals, community organizations and groups, on issues that enhance the public schools.
- This pairing program was part of the original court order to desegregate the public schools.
- "Adopt-A-School" is the basis of this program. Business and religious groups (churches) are asked to adopt-a-school.

Problems encountered when creating program

Major or minor, most districts (74%) encountered some problems when creating programs. The following problems were identified by the respondents when commenting on the problems their districts had encountered:

- Community apathy
- Establishing credibility

- Selling the program to the community
- Meshing of the different methods of operating of community groups, business and the school system.
- Perceived negative influence of businesses and industries involvement with the schools by some vocal citizens
- Securing time commitment from business and industry
- Community awareness -- obtaining volunteers
- Budget
- Desegregation

When considering the initial reaction from various communities as reported by respondents to the survey, it was evident that community pressures did not play an important role in the creation of these programs (see table 4).

Table 4: Did community pressure play an important role creating programs?

	Total (%)
Yes	25
No	5

Program Success

To date, most programs (74%) are at least moderately successful. Two districts are currently evaluating their programs but both felt that these programs were only partially successful. Table 5 lists the degree of success for Programs.

Table 5: Program Success

	Total (%)
Very Successful	47
Moderately Successful	27
Successful	7
Slightly Successful	7
Program now being evaluated	12

Student Participation

Only 6% of the participating districts indicated that "most" of their students were active participants in the program. Seventy-five percent said that "some" students participate and 19% show that very "few" students were active participants (see responses in Table 6).

Table 6: Student Participation

	Total (%)
Most students participate	6
Some Students Participate	75
Very few students participate	19

District Policy

More than half (58%) of the respondents indicated that their districts did not have a written policy on these kinds of programs. Thirty-seven percent stated that they had written policies and 5% were unable to say. Table 7 reflects these findings. In reviewing materials received from school districts, the committee found that written policies on the development and/or implementation of these types of programs are seldom mentioned.

Table 7: District Policy

	Total (%)
Yes, have written policy	37
No, does not have written policy	58
Not sure	5

Non-District Funding

Generally, more than one out of three (39%) receive some type of non-district funding for their programs. However, 61% of the respondents indicated that they receive only district funds for their Programs.

Table 8: Non-District Funding

	Total (%)
Yes	39
No	61

These findings show that urban school districts are involved in a number of different programs that are partially as wholly supported through coalition or joint efforts with outside agencies. The data is somewhat dated in that it is about two years old. Yet, when one reviews the general causes of events in urban school districts since these data were collected, he/she does not discover any significant activity which suggests that the current scene and experiences are to any unusual degree at variance to that which the survey established. Much more research needs to be done if causation is to be determined.

SCHOOL DISTRICTS WITH PROGRAMS**

Georgia
Atlanta Public School System

Kentucky
Jefferson County Public Schools Louisiana

Louisiana
East Baton Rouge Parish

Maryland
Baltimore City Public Schools
Montgomery County Public Schools

Massachusetts
Boston Public Schools New York

New York
Rochester City Schools

Ohio
Dayton City Schools
Columbus City School District

South Carolina
Richland County School District One

Tennessee
Memphis City Schools

Texas
Austin Independent School District
Dallas Independent School District
Fort Worth Independent School District

Wisconsin
Milwaukee Public Schools

Virginia
Norfolk Public Schools
Richmond Public Schools

** Selected listing.

NAMES OF PROGRAMS

A.B.L.E. - Alliance of Business/Community Leadership for Education
East Baton Rouge Parish
P.O. Box 2950
Baton Rouge, Louisiana 70821

Adopt-A-School Program
Norfolk Public Schools
800 E. City Hall Avenue
Norfolk, Virginia 23510

Atlanta Partnership of Business and Education, Inc.
Atlanta Public Schools
224 Central Avenue, S.W.
Atlanta, Georgia 30335

Advisory Committee
Dayton City School District
348 W. First Street
Dayton, Ohio 45402

Business, University, Governmental, Educational Relations
City School District of Rochester
131 West Broad Street
Rochester, New York 14608

Central Texas Association of Gifted Children
Austin Independent School District
6100 Guadalupe Street
Austin, Texas 78752

Community Network for Public Education
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

Cultural Arts-Mariach
San Antonio Independent School District
141 Lavaca Street
San Antonio, Texas 78210

Downtown Action Council
Richland County #1 School District
Columbia, South Carolina

Governmental & Community Affairs
Jefferson County School District
Jefferson County Education Center
3332 Newburg Road
Louisville, Kentucky 40218

New Horizons
Richmond City Public Schools
301 North 9th Street
Richmond, Virginia 23219

Pairings
The School Committee of the City of Boston
26 Court Street
Boston, Massachusetts 02108

Partnerships
Milwaukee Public Schools
P.O. Drawer 10K
Milwaukee, Wisconsin 53201

P.I.P.E. - Private Initiatives in Public Education
Seattle School District No. 1
815 - 4th Avenue North
Seattle, Washington 98109

Sounding Board
Columbus City School District
270 East State Street
Columbus, Ohio 43215

Volunteers in Public Service
Fort Worth Independent School District
3210 West Lancaster
Fort Worth, Texas 76107

GROUPS INVOLVED WITH PROGRAMS

Arts and Humanities Council

Business/Community Team Against Drug and Alchol Abuse

Chamber of Commerce

Civic Associations

Exxon Corporation

Gulf States Utilities

League of Women Voters

Legislatures

Regional Ad Council

Rotary Club

Sears

Senior Citizens

Universities

Urban League

APPENDICES

- I--Business Operations Assistance Program (BOAP) - Memphis, Tennessee
- II--Memphis Rotary/Memphis Public Schools Program - Memphis, Tennessee
- III--Greater Tucson Area Foundation - Tucson, Arizona
- IV--Private Initiatives in Public Education (PIPE) - Seattle, Washington
- V--Marcus A. Foster Educational Foundation Institute - Oakland, California
- VI--Coalition of Eleven School Districts - State of New York
- VII--The Large District Forum of the Kansas Association of School Boards - State of Kansas
- VIII-- Survey Instrument

APPENDIX I

INTRODUCTION

The Business Operations Assistance Program (BOAP) has been undertaken to provide assistance in meeting the challenges presented by the Memphis City Schools' (MCS) business and administrative systems.

The BOAP was implemented with executives furnished by Future Memphis, Inc., member companies. The executives offered assistance to school administrators by providing new approaches and techniques to the administrative and business functions; thus, providing assistance where business skills could augment MCS management efforts.

The foundation for BOAP is the report "Business Operations Assistance Program", dated June, 1979. Sponsored by Future Memphis, Inc., the report was a review of MCS business/administrative functions. The review determined MCS operations adhere to normal business/administrative practices. The tasks documented herein are those addressing operations that may result in improved efficiencies and/or as requested by MCS management.

Completion of the tasks has provided MCS administrators with a series of reports. Each report contains findings and recommendations resulting from a detailed analysis performed by the executives. The recommendations offer solutions to problems and guidance to meet the needs for improving the effectiveness of MCS administrative and business practices. The most recognized example is the need for additional and revised procedures in the Division of Personnel Services.

The reports have been prepared with considerable effort put forth by the executives. There have been fifteen companies with twenty-three executives participating. The fifteen companies loaning executives to BOAP are listed in Table 1, BOAP Executive Participants.

The results of the work effort are contained in this document, it repre-

sents only a portion of the information gathered and analyzed for making recommendations in accordance with the respective tasks. It should be noted, the reports described herein are a *product of the executives*.

The reports represent a description of how the executive teams view MCS operations. However, it should be stated, the completed reports and their recommendations are only the beginning. The partnership developed during the last ninety days between MCS personnel and the executives will continue to be an ongoing relationship. It is anticipated MCS personnel will call upon the executives, individually or as a team, to answer technical questions or to exchange thoughts regarding the *state of the art* in the respective business or administration function.

This report will serve as a working document for Dr. W. W. Herenton, MCS Superintendent, the members of the Board of Education, and the administrative staff.

TABLE 1

BOAP EXECUTIVE PARTICIPANTS

BUSINESS OPERATIONS ASSISTANCE PROGRAM

MEMPHIS CITY SCHOOLS

FUTURE MEMPHIS MEMBER	BOAP EXECUTIVE
Bell Telephone	Bill Bailey Llew Chapman
Buckeye	D. B. Ferraro R. M. Jacoby Gerald J. Roerty
E. H. Crump	Jack Hollander
Data Communications	Herb Hughes
Ernst & Whinney	Richard C. Rantzow Timothy E. Oliver
First Tennessee	George Lewis
Goldsmith's	Bob Goldsmith
HumKo	Curt Meierhoefer
Leader Federal Savings & Loan	George Lindstrom
Memphis State University	Joe Katterjohn
National Bank of Commerce	John LeCave
Orgill Brothers	Charles Epperson
Plough, Incorporated	Warren Draffin
S. C. Toof Company	Ed Perry
Union Planters Bank	A. S. Bacon T. A. Fry David Hayes Robert Weir

Future Memphis, INC.

SUITE 2909—100 NORTH MAIN BUILDING • MEMPHIS, TN. 38103 • (901)525-5395

January 29, 1980

Dr. Mal Mauney, President
Memphis Board of Education
2597 Avery Avenue
Memphis, TN. 38112

Dear Dr. Mauney:

On August 7, 1978, the Board of Education of the Memphis City Schools (MCS) passed a resolution requesting Future Memphis, Inc. to conduct a study of the business practices of the Memphis City School System and furnish the results of such study to the Board of Education.

Enclosed herewith is a document containing the reports of the Business Operations Assistance Program (BOAP) Executive Teams participating in the program to assist the Memphis City Schools in a review of their business and administrative functions.

The executive reports accomplish tasks recommended in a previous review of MCS business/administrative functions (Phase I, June 1979). This review determined MCS operations adhere to normal business/ administrative practices. The tasks documented herein are those addressing operations that should result in improved efficiencies and/or as requested by MCS management.

The BOAP Executives and Future Memphis appreciate the courtesies extended to them by the school administrators during the preparation of their respective reports.

Future Memphis has enjoyed working with the Board of Education in its endeavor to provide quality education to the children of Memphis.

Sincerely,

Raymond H. Cummins

Raymond H. Cummins
President

RHC/ah

Enclosure

An independent Non-Profit General Welfare Corporation of Public Spirited Citizens dedicated to the economic, cultural and spiritual development of Memph

SUMMARY

The Business Operations Assistance Program (BOAP) is a commitment of the Memphis business community to provide its expertise to assist the Memphis City Schools (MCS) in their administrative and business operations.

A series of tasks have been undertaken by twenty-three executives representing fifteen future Memphis, Inc., member companies. The executive reports are a result of accomplishing tasks recommended in a previous review of MCS business/administrative functions (June, 1979). The review determined MCS operations adhere to normal business/administrative practices. The tasks documented herein are those addressing operations that may result in improved efficiencies and/or as requested by MCS management.

Many of the findings and recommendations reported herein have been recognized by MCS administrators. However, due to the time required for day to day activities, time consuming crises oriented situations, and demands placed upon administrators' time by state and federal agencies, the addressing of potential management problems and long range planning needs is often not undertaken. A summary of findings and recommendations is provided with a set of priorities for action by the Board of Education and its Administration.

1. BUDGET CONTROL

Budget preparation and monitoring currently disbursed throughout the MCS has various shortcomings. . .long range budget planning, a system of people control as it relates to the budget, a budget monitoring mechanism, cost control reports and budget simplification. . .that should be resolved.

Recommendations include designating a Budget Control Officer to resolve the current shortcomings of budget control/monitoring by

- *Establishing an effective budget control system to*
  - *define procedures for preparing a detailed well documented budget.*
  - *prepare timely cost control reports.*

- reliable procedures for flexing the budget to serve as benchmarks for cost control analysis.
- clearly establish accountability for budget control.

o Establishment of an effective employment control system.

o Developing a long range budgeting process.

o Being the official source of all information regarding the MCS financial condition.

These are a number of areas in MCS which would benefit from more thorough long range planning and budgetary control.

II. ELECTRONIC DATA PROCESSING

The Executive Team reviewed EDP operations in terms of the three functional areas. . .computer operations, application software, and user relationships with EDP. A summary of recommendations are:

o Convene a yearly planning session to report on basic desired achievements during the ensuing year. Reporting to be at minimum monthly and more desirably on a weekly basis.

o Improve communications with MCS users.

o A formal procedure be implemented to review work requests.

o Develop a user charge back method for recovering expenses within the Division.

o Management review and training for EDP personnel.

- *Systems and Programming to be functionally organized under one manager with the three areas. . .general support, pupil services, and curriculum and instruction.*

- *The Programming function should be consolidated into one area.*

- *Software monitors for computer and program performance be obtained and used on a regular basis.*

- *Prepare a standards and procedures manual.*

- *The Internal Audit Department should audit the Division at least three times a year and preferably four.*

Generally speaking the Division is operating in a day to day mode and getting work completed it has to process. Consideration should be given to centralizing all data processing functions and control of resources to prevent fragmentation, redundancy, needless expense and overstaffing.

III. THE INTERNAL AUDIT FUNCTION

The present activities of the audit function should be expanded to comply with the existing MCS objective. The function can best be performed if there is a reporting independence. This can best be achieved if the Internal Audit Section is considered one of the Superintendent's general staff functions and reports directly to him.

The expanded role of the internal audit function requires that it be elevated in the organization to a level at least comparable with Divisional Directors. This elevation will be necessary to offer a compensation package attractive to a person adequately qualified to be its Director. It is desirable for the Director to have demonstrated professional credentials in the form of either a CPA certificate awarded by the American Institute of Certified Public Accountants, or a CIA certificate awarded by the National Institute of Internal Auditors.

It is not practical at this time to forecast staffing needs; however, it is believed that a Director, two staff personnel, and a secretary would constitute a minimum staff. After an initial plan has been developed and a full years activity performed, the Director should be asked to prepare a five year staffing forecast contemplating various auditing activities.

The development of a detailed plan for the internal audit function should be supplemented by assistance from experienced audit personnel. It is suggested that, at least initially, such things as the annual plan, detailed audit programs, and staff training programs be subjected to secondary review from the school's external auditor or an independent advisory board of experienced citizens.

IV. INTERNAL COMMUNICATIONS/PUBLIC INFORMATION

The value of an effective communications program has been recognized with the recent employment of a Public Relations Specialist to work with the Superintendent's office and the Public Information/Community Involvement Office. The current staff is qualified for the respective positions and are performing their duties in a satisfactory manner.

An internal communications plan has been prepared. The Plan should be utilized as it appears to be a workable and practical guide that can be implemented.

A MCS Positive Image Program has been prepared to further Public Information activities.

The Executive Team in addition recommends consideration be given to the use of specialized newspaper and television advertising from time to time to highlight certain MCS activities and recognitions.

The internal and public information programs are well conceived and should provide more than an adequate basis for improved communications. The MCS has a fine working relationship with the media.

V. PROPERTY AND LIABILITY INSURANCE REVIEW

Considering the exposure of MCS facilities and the potential liability of the Board and employees, the review pertained to:

- *property. . .buildings, contents, and vehicles.*
- *liability. . .general, teachers/administrators, and members of the School Board.*

The property insurance recommendations are oriented toward the city obtaining catastrophic coverage. The MCS administrators together with the Mayor's Insurance Advisory Committee are currently investigating this type of coverage.

In terms of liability protection, and since the beginning of BOAP, the efforts of the Executive Team and MCS administrators have created at least a potential savings of $249,500.00 next year in premiums through a self-funding insurance program associated with vehicle liability and the school busses operated by the MCS contractor. Other recommendations for liability protection are:

- *written procedures should be prepared outlining the liability protection provided for teachers.*
- *a review should be made of liability coverage and a policy developed to protect elected or appointed members of the MCS district, administrators, teachers, and other employees.*

The MCS should undertake a carefully planned insurance program combining a reserve or "self insurance" claim and loss fund on a continuing basis for liability claims and property losses of all types. These may be separate funds or a single fund. However, the amount of the fund(s) should be established on the basis of sound analysis of past losses and future projections.

VI. INVESTMENT PLANNING

Investment planning is an important element in the business of MCS financing. There are significant fluctuations in the school district's cash receipts and disbursements. Therefore, investment planning which will enable the MCS to maximize its return on excess funds is of the utmost importance. In addition, the current economic environment creates a situation where careful consideration must be given to each investment decision.

Specific recommendations include seven:

- Establish a written investment policy. A suggested set of policy guidelines is included as Exhibit 6.

- It is currently understood there are no legal constraints on investment vehicles the Board of Education can use. Therefore, MCS should explore additional investment opportunities.

- A very close linkage between the investment portfolio's income projections and the budgeting process needs to be established.

- A very close linkage between the investment portfolio's income projections and the budgeting process needs to be established.

- Consideration should be given as to whether to hire outside investment expertise on a fee basis or to build substantially the staff working in the investment area. The investment vehicles at this point and time are excellent, given the investment managers very limited scope of responsibility. The job definitely is substantially more important than the present administration deems it.

- o As interest rates fall, the ability to forecast cash flow will be critical. It is recommended the automation of this function be placed as top priority.

- o All funds held by the different schools should be placed under the investment manager's direction.

The recommendations are considered to be those offering the greatest opportunity for increasing MCS investment earnings. Due to the lack of legal constraints governing investments, it is estimated earnings could be increased.

VII. BUILDING MODERNIZATION/MAINTENANCE OPERATIONS

The building modernization function is well managed. The engineering procedures now utilized for undertaking modernization and new construction should be continued and made a part of the overall operational scheme. However, in terms of the current procedures being utilized, the only recommendations that can be made relate to the following:

- o professional services should be obtained through a competition in terms of a firm's capability and qualifications.

- o Costs should be reviewed in terms of the organization's hourly and overhead rate.

- o MCS should prepare their own contract forms for undertaking new construction projects rather than utilizing forms provided by the American Institute of Architects and approved by the Associated General Contractors of America. These forms should serve as a basis for the preparation of MCS forms. An Engineering Policies and Procedures Manual should be prepared.

- *Projects planned for capital improvement should be included in the annual budget.*

- *The MCS Auditing Section should monitor the contractual documents to assure compliance.*

Management is the critical element in achieving successful facility maintenance. Management controls in the maintenance function are readily available through various standards which have been established by the industry. These standards should be reviewed and a system developed to assure that work activities will be carried out without the personal attention of division management except during abnormal conditions. It is highly recommended that various MCS standards be developed for purposes of evaluating work accomplishment.

There is need to upgrade the efficiencies of both divisions through modern management procedures. Specific recommendations are:

- *objectives should be decided that will produce an optimum return for the funds expended.*

- *a management program should be inaugurated to achieve optimum performances.*

- *management performances should be monitored on a regular schedule by the Internal Auditing Section and appropriate recommendations made to MCS management.*

VIII. PERSONNEL

The Executive Team because of the magnitude of the MCS personnel operation and the functional areas disbursed throughout the organization

undertook specific task analyses in accordance with their area of expertise. The approach required each executive (5 in number) to study a specific functional area based upon the current personnel organization structure. The five areas reviewed were:

- o the MCS personnel function.
- o certificated personnel division.
- o classified personnel division.
- o compensation and performance appraisal.
- o staff development.

The major recommendations resulting from the five personnel task reports are presented as follows:

- o Assistant Superintendent for the Department of Personnel and Staff Development should report directly to the Superintendent. If this is not feasible, an alternate would be for the Assistant Superintendent to report to the Deputy Superintendent for Business Services.

- o Personnel policies: rewrite and publish in a manual format for employee reference.

- o A comprehensive professional development program for the Assistant Superintendent of Personnel and key staff should be undertaken.

- o Immediate preparation and implementation of an automated "Employee Information System" should be undertaken.

- o Appoint a "Personnel User Group" to interface with the Division of Data Processing.

- o Prepare operating/procedural manuals for the Certificated and Classified Personnel Divisons.

- *Designate a Director for a Division of Compensation and Benefits.*

- *Establish and staff a compensation and benefits function as part of the Personnel Department.*

- *Develop and implement a complete wage and salary administration program for all non-bargaining employees.*

- *Develop hiring qualifications based on job analysis data and job descriptions.*

- *Develop and implement a "Performance Appraisal" program for administrators and principals, and then for classified employees.*

The largest single expense within MCS is the personnel cost. This factor alone when coupled with the changing social values, changes in the work force composition, unionized elements, and the potential for further unionization requires an effective personnel function. It is believed if the recommendations are followed as presented herein the efficiencies of the MCS function will be greatly improved.

IX. PRINTING/REPRODUCTION OPERATIONS

The MCS printing facilities are generally referred to as Tech High and the Board printing shop. The Board printing shop is located in the MCS administration building.

The observations made during the analysis related to one of three concerns. . .equipment, personnel operating procedures, and the procedure for planning and scheduling job requests. The recommendations are as follows:

- *If the Tech High print shop is to remain a major printing facility, the replacement of out dated equipment should be scheduled for purchase.*

- *It is recommended that a method of time accounting be installed.*

- *A method of paper inventory control should be installed.*

- *A new system of requisitioning printing should be installed at the Board print shop.*

- *A charge back system should be developed to recapture some of the costs for the print shop.*

The observations do not point out any significant handicap in the printing operations. It appears the printing flows well but, with some improvements the printing operation could become more efficient.

PRIORITIES FOR ACTION

The Summary includes several recommendations. However, there are a few that should receive immediate consideration for implementation. They are:

- *Reorganization should occur to place the Assistant Superintendent for the Department of Personnel and Staff Development in a position to report directly to the Superintendent. If this is not organizationally feasible, an alternate is for the Assistant Superintendent to report directly to the Deputy Superintendent for Business Services.*

- *Prepare and implement a fully automated "Employee Information System."*

- *A data processing "steering committee" should be established to improve communications and services between the Division of Data Processing and other*

MCS departments/divisions.

- o Establish the revised internal audit function with a Director, two staff personnel and a secretary.

- o Adopt the proposed MCS Investment Policy and implement the investment recommendations; thus, increasing investment return.

The above cited recommendations should be considered as those needing immediate consideration and action. The other recommendations contained herein are important to improve MCS efficiencies and should not be neglected in terms of consideration or implementation actions.

APPENDIX II

MEMPHIS ROTARY/
MEMPHIS PUBLIC SCHOOLS PROGRAM

The Memphis Rotary Club, in the 1978-79 year, took a giant step when, through the efforts of then President Wayne Pyeatt, we became involved in a project for the betterment of our Community. You know the details . . . when the announcement was made that The Memphis Rotary Club would initiate a project to work toward assisting in the myriad problems faced by our Public School System . . . more than 150 Members stepped forward to take part in this involvement.

Why the Schools? There is probably no area in which our Club could become involved that would have the potential of benefiting as many aspects of Community Life as our Public School System. From a purely pragmatic viewpoint, the economic future of our Community depends upon the training of our young people to form the work force upon which industry depends in selecting sites for expansion and/or development. An obvious benefit from educating and preparing our young people for gainful employment is the resultant decrease in the ever-increasing crime rate in our City. In making site selections industries weigh very heavily many things about a Community . . . and one important aspect of their evaluation is the Public School System. There are, of course, many other things which could be mentioned, but to a Rotary Club—an organization which exists to serve others—what more important reason could there be than the possibility that through our work with the Public School System the lives of young people may be changed . . . the underprivileged child who has been convinced that he cannot learn and that his life will always be the same suddenly begins to see that his lot is not inevitable . . . the kid who thinks it's "cool" to just get by finds an incentive to do his best . . . it would be possible to go on and on . . . but the point is simple—IF THE LIFE OF ONE YOUNG PERSON IS CHANGED FROM FAILURE TO SUCCESS, MEMPHIS ROTARY HAS ACCOMPLISHED THE ULTIMATE IN SERVICE!

The first year of the Club's Involvement in the Schools was, of course, productive—possibly the most concrete contribution was that of influencing Community focus on the schools—many organizations have become involved—and almost all of those sought information, advice, etc. from our Club in their various undertakings. Thus, Memphis Rotary can be justly proud of having "led the way" in Community support of the Public Schools.

However, one of the most surprising rewards of the Memphis Rotary/Memphis Public Schools Project continues to be the amazing benefits which accrued to the Club itself . . . the change is quite apparent and details will not be dwelt upon, but the steady influx of outstanding new members does warrant special mention—we are now in a situation which every Rotary Club would envy—that of being sought out by truly outstanding young men who have learned that Memphis Rotary is an involved, relevant organization—and they want to be a part of it.

Much has been learned during the time that we have been engaged in the Schools activity; there have been some changes in the Community and in the System itself which have taken us in slightly different directions.

Based upon in-depth studies done by Committee Chairmen with the Schools liaison persons and an overall detailed study done by those responsible for Administration/Coordination with the Committee

Chairmen, with Superintendent Herenton and his Deputy and Assistant Superintendents, we have developed what we all feel to be the Memphis Rotary/Memphis Public Schools Program which can make the greatest contribution to the schools through service in those specific things which the schools are unable to do for themselves. However, in order to be successful this program must be ongoing due to the fact that the work of each committee is structured in such a fashion that it builds upon itself and is by its nature a continuous, ongoing effort.

Following is an explanation of the proposed Comprehensive Ongoing Memphis Rotary/Memphis Public Schools Program:

MEMPHIS ROTARY/MEMPHIS PUBLIC SCHOOL SYSTEM COMMUNITY PROJECT

In order to create the most effective vehicle for Rotary's long-range association with the Memphis Public School System, we have, in concert with Dr. W. W. Herenton, Mrs. Callie Stevens, Dr. Marshall C. Perritt, and others concluded that we should retain the three basic divisions of our Schools activity:

1. PUBLIC RELATIONS DIVISION
2. INTERGOVERNMENTAL RELATIONS DIVISION
3. ROTARY INCENTIVES DIVISION

PUBLIC RELATIONS DIVISION

GENERAL STATEMENT OF PURPOSE:

The goal of the PUBLIC RELATIONS DIVISION of our work is to assist in every way possible to overcome the negative image that prevails in many minds of the Memphis Public School System.

METHOD OF IMPLEMENTATION:

1. Publicize the strong points of the Memphis Public School System. Obtain information as to what positive steps are being taken to improve current inadequacies and make them known to the Community.
2. In concert with the INTERGOVERNMENTAL RELATIONS DIVISION and the ROTARY INCENTIVES DIVISION make known to the Community the various activities of the Rotary/Schools Programs in order to let the Community know that effort is being put into a POSITIVE SCHOOLS PROGRAM.
3. Work with the media to mount a highly visible Public Relations program to favorably publicize the Memphis Public School System.
4. Find opportunities to speak about our efforts to other groups and, in general, "SELL THE SCHOOL SYSTEM."
5. Continue such programs as the recognition of "Teachers of the Month" at regular Rotary meetings.
6. Devise a "Truth Squad" to respond to unfair or misrepresentative publicity about the School System. (This would probably be more a perspective or context monitoring effort than a truth squad . . '. an

attempt to erase the "Bad News is News" syndrome.)

7. In general, do those things in the PUBLIC RELATIONS arena which the School System cannot do for itself.

INTERGOVERNMENTAL RELATIONS DIVISION

GENERAL STATEMENT OF PURPOSE:

The goal of the INTERGOVERNMENTAL RELATIONS DIVISION is to be a friendly lobby to the Memphis Public School System; to encourage all fiscally sound things that lead to the improvement of the product from the System.

METHOD OF IMPLEMENTATION:

1. Members of Committee divide the responsibility for personally attending Council Sessions and Public Meetings in order to "Lobby" for the School System.
2. Develop an acquaintanceship with key elected and appointed officials who operate in the Schools Legislation/Regulation/Funding arena so that their ear is generally available to us. (The achievement of this goal is not possible without the credibility demonstrated by a clear understanding of and a "Being on Top" of the issues.)
3. In cooperation with the PUBLIC RELATIONS DIVISION host luncheons, fellowship meetings to which governmental representatives are invited—discuss with them the needs of the School System.
4. Develop understanding of the budgetary context in which the schools budget operates at all appropriate government levels.
5. In general, make contacts, have discussions, be a friendly lobby for the School System—things which the School System cannot do for itself.

ROTARY INCENTIVES DIVISION

GENERAL STATEMENT OF PURPOSE:

The goal of the ROTARY INCENTIVES DIVISION is to devise and effect a multi-faceted incentives program encompassing the Students, the Parents, the Teachers, the Administration, and the Public for the achievement of a greater number of better equipped students, in both learning and motivation, to move into the future activity of their choice.

METHOD OF IMPLEMENTATION:

The implementation of the Incentives Programs is to be done through the work of four Committees whose total efforts, we believe, will touch the wide spectrum as indicated, Students, Parents, Teachers, Administration, and the Public, and will create for each a challenge, more interest, and a climate of belief that "Improvement is a Possibility."

Following is an overview of each of the Committees with the incentive, the procedures, and the criteria for selection:

Rotary Achievement Recognition Committee

The major objective of this Committee will be the recognition of Memphis City Schools 7th and 10th grade students who have made a significant increase in grades and overall performance during the school year with also some weight being given to overcoming a significant obstacle in the process as well as having or developing a "positive" attitude.

This Committee deals with the underachiever who has the potential of becoming motivated and significantly raising his/her achievement level.

PROCEDURE: (Dates used as deadlines are for use this year and might possibly not apply as permanent deadlines but might be adjusted.)

1. Eight awards will be presented—to one 7th and one 10th grade student in each of the four Administrative Areas.
2. Each 7th and 10th grade homeroom teacher will nominate one student from his/her homeroom based on the following criteria and submit by April 15, 1980, to the school's guidance committee:
   A. Academic Performance—Improvement in skills, grades, and study habits.
   B. Attitude and Motivation—Positive changes in behavior, disposition, effort and self-drive.
   C. Obstacle—Any personal, social, or other hindrance or impediment overcome.
3. The school's guidance committee, under the direction of the Principal, will select the school's nominee in grade 7 and grade 10, and will send by May 2, 1980, the official nomination form for each school's grade 7 and grade 10 nominee to the Office of the Assistant Superintendent, Department of Curriculum and Instruction, Room 260.
4. A Rotary Club Committee will make the final selection of one grade 7 and one grade 10 student from each of the four Administrative Areas by May 15, 1980.

Recognition and Awards will be as follows:

1. All students nominated from each homeroom will receive a Rotary Award Certificate by mail.
2. The eight winners—4 in grade 7 and four in grade 10, one each from each Administrative Area—will be recognized at the Rotary Luncheon on Tuesday, May 20, 1980. Parents and Homeroom Teachers of each finalist will be invited to attend and will be recognized.
3. The Memphis Rotary Club will present to each of the eight Finalists a plaque appropriately engraved, and a $100.00 Savings Bond.

Rotary Committee on Teacher Incentives

The Teacher Incentives Program is based on the establishment of a Master Teacher Classification. This classification will be limited to ten teachers each year, and will include only those teachers who are superior in performance and who meet demanding criteria. Special benefits and recognition for being chosen as a Master Teacher will accrue to those chosen.

The Memphis Rotary Club will fund the monetary rewards but will have no involvement in the criteria established or the selection process.

Each year those chosen as Master Teachers become members of the ROTARY MASTER TEACHERS ASSOCIATION and will be recognized and publicized by the PUBLIC RELATIONS DIVISION. Memphis Rotary will host an annual dinner meeting with the installation of new Master Teachers which will allow

the Public to be aware of the Master Teacher's contributions to the Public School System. The Association will, hopefully, act as a "sounding board" to the Administration in planning changes in curriculum, and give input in problem areas when asked by the Administration.

THE MASTER TEACHER will be chosen as follows:

1. Each Principal (from the 164 schools) will choose a teacher from his/her school as the outstanding teacher for the year. The choice will be based on standard criteria established by the Administration, but the method of selection will be left to the Principal.
2. The Area Superintendents will select forty candidates from the 164 based on a write-up and documentation submitted by the school principals.
3. The Superintendent of Schools will appoint a panel to interview and choose the 10 Master Teachers from the 40 Candidates.
4. Each of the 30 not chosen as Master Teachers will receive a $50.00 check from Memphis Rotary.
5. Each of the 10 chosen as Master Teachers will receive from the Memphis Rotary Club a check in the amount of $750.00 to be used to defray the costs of further academic studies.
6. Each of the 10 Master Teachers will receive a plaque bearing the Rotary logo and engraved, "MASTER TEACHER, 19__ , Memphis Public School System."
7. Each Master Teacher will be allowed more flexibility as to free period as well as a student aide to assist in class paper work. The Master Teacher will be available to assist the Principal in academic areas.

Rotary S T A R*/Parent Program

Rotary's S T A R/Parent Program is structured to offer incentives in the area of the "Poverty/Poor-Learning Cycle."

This program has been finalized largely through the expertise and willingness of Assistant Superintendent Callie Stevens working with the Chairman and Members of this Rotary Committee. The assumptions and value judgments accepted are those of Mrs. Stevens; however, one has only to work with this lady for ten minutes to know that these judgments should not be questioned.

"THE 'POVERTY/POOR-LEARNING CYCLE' CAN BE BROKEN BY PROPER PSYCHOLOGICAL APPROACHES TO THIS PROBLEM AND TO THE PEOPLE INVOLVED IN THE PROBLEM—PRINCIPAL—TEACHER—STUDENT—PARENT."

This statement by Mrs. Stevens is based on personal experience in the implementation of the plan at the Florida Elementary School where she served as Principal.

The Program will be implemented as follows:

1. Four Title IV Schools, one from each of the Administrative Areas, will be chosen by the Assistant Superintendent.
2. Prior to the beginning of the next school year, probably in August, Rotary will sponsor a work session, to be conducted by our school liaison person, for 200 teachers from these four selected

* S — Student
  T — Teacher
  A — Administration
  R — Rotary
  —PARENT PROGRAM

schools. An intensive full day training session will thoroughly indoctrinate these teachers in the new approach to eventually eradicating the "poverty/poor-learning cycle." Memphis Rotary would have these teachers as guests for lunch on this day. (Special emphasis is placed on training teachers in the proper psychological approach since they proved to be the most difficult to indoctrinate. Experience showed that it took only a few days to put the students into a positive frame of mind and only a few weeks to bring the parents into involvement with the new approach and for them to accept the conditions as being positive and workable.)

3. The Program involves the administration, the teachers, the students and the parents of each of the four schools; and, the success of the program rests on achieving the full understanding, cooperation, and enthusiasm of each so that there exists:
   1. Administrators who want parents to participate in the school.
   2. Teachers who have recognized and have corrected their natural tendency to talk down to students.
   3. Children who are provided their need for love and self-esteem . . . thus opening the way for the learning process to take place.
   4. Parents who are brought into the program through their children and through intense effort on the part of the administrators and teachers in constantly explaining the program to the parents so that the parents become an integral part of the program.

Although Recognition and Awards to students will be an integral part of this program, the Criteria for Selection and the Awards to be given have not been finalized at this time. In general, however, students will be nominated from each of the four schools and one student will be selected as the "ROTARY STAR STUDENT" with proper Incentive Awards presented to the nominees and to the STAR STUDENT.

As is obvious, the priority goal of the ROTARY S T A R/PARENT PROGRAM is to break the cycle that perpetuates the erroneous theory that poverty equals inability to learn.

Rotary Student Excellence Recognition Committee

In the ROTARY INCENTIVES PROGRAM special attention has been paid to the Teachers, to the Administration, to the Public, to the Parents, to the Students who are victims of their low economic backgrounds, and to the Students who are not reaching the top level of their capabilities—everyone, in fact, except the Student who is achieving Excellence in his/her learning process and in those areas making up the total person. Student Excellence, simply because it does not represent a problem to be solved in the School System, often is not given deserved attention. In fact, it should be given the highest recognition factor, both for itself and as the role model to be emulated. The ROTARY STUDENT EXCELLENCE RECOGNITION COMMITTEE has been structured to place the proper emphasis.

PROCEDURE:

1. Student excellence will be recognized by the giving of a scholarship which equals or exceeds any scholarship presently being given for study at one of our local colleges/universities.
2. Competition is open to the top 10% of the graduating senior class of each of the 164 schools by application.
3. Application forms will be made available to the Principal of each school by the office of the Superintendent.

4. Forms will be distributed to the students upon request and must be fully completed as instructions indicate, and mailed prior to date indicated as directed on the form.

Applications must be accompanied by the following data—which will be used as the criteria for selection:

1. Verification of academic standing in senior class.
2. Evidence of having been involved in a community activity, (i.e., church, civic club, scouts, etc.)
3. Letters of recommendation from:
   (a) classroom teacher (English or major area)
   (b) Community leader (minister, business employee, other)
4. Evidence of having met all requirements for entrance into the institution of higher education of student's choice, selected from the four, four year Colleges/Universities in the City (Memphis State, Southwestern, CBC, LeMoyne-Owen).
5. A statement of definite career plans and an essay of not less than 500 words stating:
   (a) Why particular career was chosen.
   (b) How these career plans can ultimately benefit the student's Community.

A Committee will be chosen, composed of those persons selected by the Superintendent, who will select the scholarship recipient to be known as a "ROTARY SCHOLAR" who will be awarded a $10,000.00 scholarship. (Full scholarship to be paid only if student maintains required performance).

Proper publicity and continued recognition of Scholarship Recipient will be handled by the Committee working in cooperation with the PUBLIC RELATIONS COMMITTEE.

The ROTARY SCHOLAR will be awarded special identification to indicate that he/she is a Rotary Scholar. Special recognition will be given our Rotary Scholar at regular meetings of the Club which he/she will be expected to attend on a set basis.

TASK FORCES AND COMMITTEE PROGRAMS UNDER THE THREE DIVISIONS

I. PUBLIC RELATIONS DIVISION TASK FORCES:
   1. SUPPORT GROUP FOR DIVISIONS II AND III.
   2. MEDIA RELATIONS
      (See PUBLIC RELATIONS DIVISION Numbers 1, 3, and 6)
   3. SPECIAL PUBLIC RELATIONS SUPPORT
      (See PUBLIC RELATIONS DIVISION Numbers 4 and 5)

II. INTERGOVERNMENTAL RELATIONS DIVISION TASK FORCES:
   1. TASK FORCE/GOVERNING BODIES
      (See INTERGOVERNMENTAL RELATIONS DIVISION Numbers 1 and 4)
   2. TASK FORCE/GOVERNMENTAL REPRESENTATIVES
      (See INTERGOVERNMENTAL RELATIONS DIVISION Numbers 2 and 3)

III. ROTARY INCENTIVES DIVISION
   1. ROTARY ACHIEVEMENT RECOGNITION COMITTEE
   2. ROTARY COMMITTEE ON TEACHER INCENTIVES
   3. ROTARY S T A R/PARENT-PROGRAM
   4. ROTARY STUDENT EXCELLENCE RECOGNITION COMMITTEE

MEMPHIS ROTARY/MEMPHIS PUBLIC SCHOOL SYSTEM COMMUNITY PROJECT

PROJECTED FUNDING:

I. PUBLIC RELATIONS DIVISION
II. INTERGOVERNMENTAL RELATIONS DIVISION
III. ROTARY INCENTIVES DIVISION COMMITTEES 1, 2 & 3 } $25,000.00

ROTARY INCENTIVES DIVISION
ROTARY STUDENT EXCELLENCE RECOGNITION COMMITTEE $12,000.00
(Projected as replacing our current Scholarship activity and being funded through the Rotary Foundation, Inc.)

1978-1979
THE MEMPHIS ROTARY/MEMPHIS PUBLIC SCHOOLS COMMITTEES

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William O'Neal Frazier
Benno Friedman
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Herbert H. Regler
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Dr. Robert M. Ruch
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1979-1980
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Wayne W. Pyeatt, Schools Coordinator

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R. J. Schroeder
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Doyle R. Rippee
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William O'Neal Frazier
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Gary M. Hinson
Thomas F. Johnston
Judge Harry A. Wellford*
Elmer M. Mantey
Jack Scharff, Sr.
Charles A. Scruggs
James A. Thomas, III
Dr. Merlin L. Trumbull
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APPENDIX III

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Second Vice President & Founder
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Secretary
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United Bank, Tucson

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Molloy, Jones, Donahue, Trachta, Childers & Mallamo, P.C.

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Executive Vice President
City Van and Storage Company

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Mountain States Mineral Enterprises, Inc.

Roger S. Levitan, Esq.
Bilby, Shoenhair, Warnock & Dolph, P.C.

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Hughes Aircraft Company

Thomas C. Weir, President
Home Federal Savings & Loan Association

COMMUNITY FOUNDATIONS: AN OVERVIEW

Foundations are non-governmental, non-profit organizations with funds managed by their own trustees, and established to aid social, educational, charitable and religious activities serving the common welfare, primarily through grants. There are approximately 21,000 grant-making foundations in the United States with community foundations being one of four types. The other three types include: independent foundations, operating foundations, and company-sponsored foundations.

What Are Community Foundations?

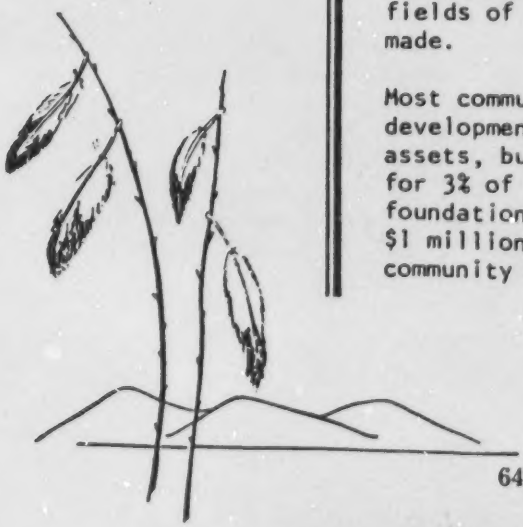
Community foundations develop, receive and administer endowments and other funds from private sources and manage them under community control for charitable purposes. Each community foundation serves an area of natural cohesion, such as a metropolitan area, a county or a state. They are classified as public charities, and they have multiple donor sources. Gifts or bequests to community foundations are administered through banks, and disbursements are controlled by boards of trustees composed of representatives with broad community interests.

Status and Growth

There are over 250 community foundations in the U.S., holding assets estimated at about $1.5 billion and contributing upward of $150 million annually to their communities. With the first established in Cleveland in 1914, community foundations are now located in nearly every state, the District of Columbia, and five provinces in Canada. More than half are located in the states of Ohio, Michigan, Wisconsin, Illinois, Pennsylvania, New York, Connecticut and California. The mountain states have the least number.

Unrestricted gifts are the source of more than 70% of all community foundation funds, and designated funds are the source of 15-25%. A designated fund is one in which the donor designated, at the time of the gift, the agencies and/or fields of endeavor to which grants from the fund are to be made.

Most community foundations are in the early stage of financial development. About two-thirds have less than $1 million in assets, but in dollar terms, these are estimated to account for 3% of total assets and 7% of total grants of all U.S. foundations. In 1978, 81 foundations had assets exceeding $1 million. However, as described later, the influence of community foundations far exceeds their asset level.



Greater Tucson Area Foundation
6400 E. El Dorado Circle Tucson, Arizona 85715 (602) 886-8280

Many community foundations have experienced substantial growth in recent years through the transfer of assets to them from private foundations choosing to go out of existence. Legal disincentives to the formation of new private foundations and the rules favoring gifts to public charities have also aided community foundations in their efforts to attract new funds.

Following is a listing of the twenty largest community foundations:

Name of Foundation	1980 Asset Size (in Millions)	1980 Grants Made (in Millions)
San Francisco Foundation	$348.2	$ 9.7
New York Community Trust	289.5	20.3
Cleveland Foundation	229.6	13.4
Chicago Community Trust	106.0	9.7
Permanent Charity Fund of Boston	71.9	5.5
Hartford Foundation	45.8	5.0
Pittsburgh Foundation	43.5	2.5
Columbus Foundation	43.0	2.8
New Haven Foundation	41.3	2.8
Dallas Community Chest Trust	38.2	3.2
Kalamazoo Foundation	34.3	2.7
Philadelphia Foundation	30.0	2.3
Rhode Island Foundation	26.8	1.8
Winston-Salem Foundation	26.2	1.7
California Community Foundation	23.6	1.7
Indianapolis Foundation	19.7	1.3
Grand Rapids Foundation	17.1	1.0
Minneapolis Foundation	16.9	1.7
Seattle Foundation	15.0	1.1
Milwaukee Foundation	13.1	1.3

Community Foundations Foster a Sense of Community

Because their dollars come from the community and their boards represent a broad base of decision making, community foundations are firmly rooted in and committed to the well-being of their communities. They serve America's cherished desire to retain a sense of community. They can harness the participation of individuals at a personal and community level. Thus, a community foundation is an effective way for the residents of an area to respond, individually and in their own way, to the special needs of their own area. A community foundation can be an important component of a community's charitable sector, enhancing the sense of community and thus contributing to community well-being.

Community Foundations' Three Basic Functions

Community foundations' three major functions include: (1) seeking funds from private sources to build a pool of capital for philanthropic purposes; (2) allocating and distributing such funds for public needs; and (3) providing leadership for community philanthropic activities.

(1) Community foundations build their capital pool from donations and testators, living individuals, business corporations, and other non-profit organizations, including civic, service, professional and trade organizations and clubs. In bringing resources together, an endowment can be built up of a size sufficient to make a significant impact on community problems.

Community foundations do not impede the efforts of local service organizations to raise operating support--they are a supplement to the United Way and other agencies, not their competitors. In thus serving the charitable interests of donors and recipients of service, community foundations serve, as well, the total interests of their communities. Their active response to community interests and needs makes it less likely that dollars will be lost from philanthropy or leave the community.

(2) Having drawn capital resources together, community foundations distribute funds as their trustees determine, or to charitable agencies and fields of interest designated by donors at the time of making their gifts. Charged with making wise distributions on behalf of the community, each board of trustees attempts to analyze community needs in the light of local circumstances and the foundation's own resources. In order to make use of their unique capabilities, community foundations favor grants for needs which are not being met from other sources.

(3) Community foundations not only develop and distribute funds; they also have the potential to influence philanthropic activity in their communities in a variety of ways. For example, they serve as catalysts by helping groups start new agencies and programs, study unmet needs, restructure programs to more urgent societal needs, and call forth contributions from other sources to match grants for valid community services. They also serve as facilitators, encouraging cooperative philanthropic efforts in the solution of community problems.

TUCSON UNIFIED SCHOOL DISTRICT ENRICHMENT FUND

The Governing Board has expressed interest in attracting private resources for educational programs through a TUSD Enrichment Fund of the Greater Tucson Area Foundation, "a non-profit public organization to promote the work of civic, cultural and educational organizations in Tucson...Created in 1980, Greater Tucson Area Foundation receives and administers funds from private sources to serve these charitable needs."

Funds would be solicited and distributed through Greater Tucson Area Foundation to support teacher-initiated ideas which would enrich classroom instruction.

Since the Greater Tucson Area Foundation is an already established non-profit foundation, the creation of a TUSD Enrichment Fund within Greater Tucson Area Foundation can be beneficial to students by providing funds for supplementary, meaningful classroom activities.

The TUSD Enrichment Furd will be an Advisory Fund within Greater Tucson Area Foundation. A 5% handling charge is assessed by Greater Tucson Area Foundation for the administration of funds and distribution.

A Planning Committee is working to establish a structure and timeline for this joint effort of TUSD - Greater Tucson Area Foundation. The committee is concerned with the following two major areas:

1) The development of funds to be channeled through Greater Tucson Area Foundation.

2) The distribution of funds to TUSD for enrichment of classroom activities.

In order to develop a plan for solicitation of funds, the Planning Committee needs your assistance in developing a statement of possible uses of funds which will come into the TUSD Enrichment Fund at a later date.

Would you please review the attached survey form and write down your ideas and comments; then return the survey sheet to the Ad Hoc Committee member working with your group as soon as possible. Your willingness to complete the form will be of great help to the committee as informational materials are developed explaining the purpose and activities involved in operation of the Tucson Enrichment Fund within the Greater Tucson Area Foundation.

Thank you very much.

Ad Hoc Planning Committee

Roberto Borboa
Tina Coleman
Connie Daniel
Julie Erickson
Barb Huffstetler
Judy Kreloff
Karen Sanders
Lee Starr
Chuck Tyree
Felizardo Valencia
Gene Weber
Florence Reynolds
Chairman

FR:rp
Attachment

1/4/82

CREED

TO MAKE this a better community in which to live for this and generations to come.

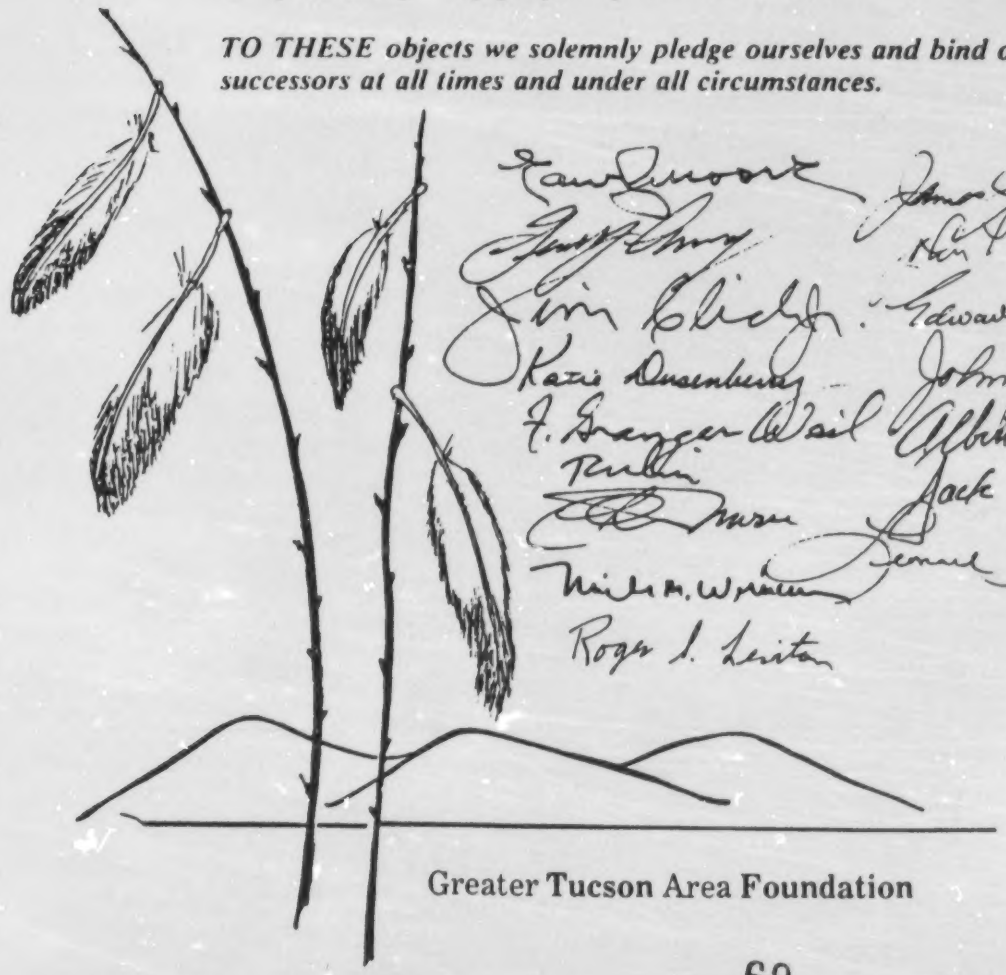
TO PROMOTE, through the generous gifts already received from individuals, organizations and corporations and those who follow in the future, the work of civic, cultural, and educational organizations in Tucson, and to provide facilities for recreation and human service which we would not otherwise have and which will help insure the welfare and happiness of our citizens, young and old.

TO OFFER an easy and sure way for Tucsonuns to pass some part of what they have gained, through wills or living gifts, to future generations, and to provide opportunity for them to remember the welfare of the less fortunate.

TO PROMOTE the American spirit of tolerance, democracy and fair play among all peoples of all races and religions.

TO GIVE to all citizens who desire it an equal voice in planning and promoting every project of the Foundation.

TO THESE objects we solemnly pledge ourselves and bind our successors at all times and under all circumstances.



Greater Tucson Area Foundation

APPENDIX IV

PRIVATE INITIATIVES IN PUBLIC EDUCATION (PIPE)

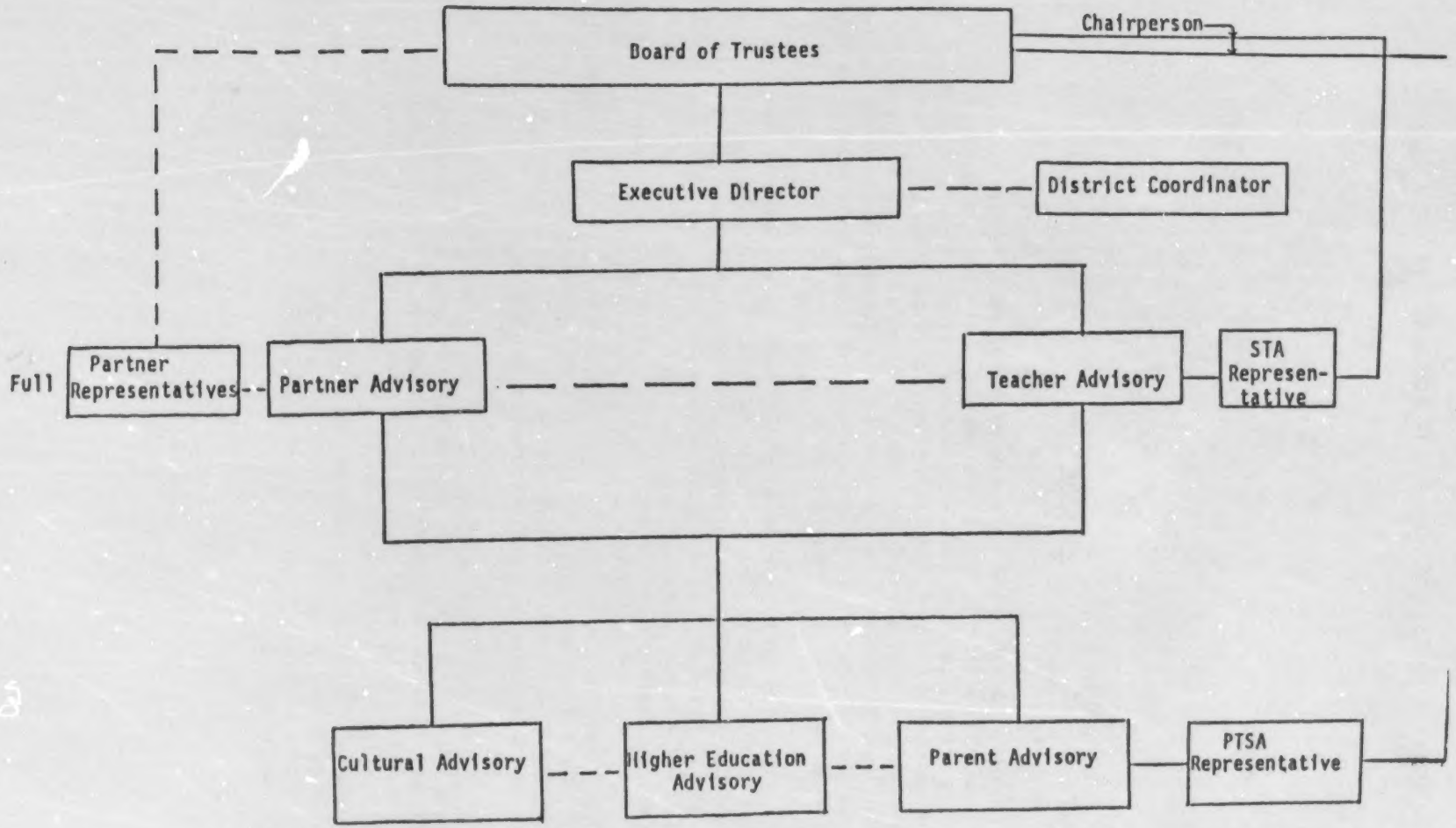
INTRODUCTION

Several community factors have recently affected schools and school programs in Seattle. First, there has been a proliferation of community organizations whose goals in some way involve implementing programs directly in schools. Second, grant funding for such programs has been relatively abundant from private and public sources. Third, business-people have in part motivated and supported the career guidance and career education movements and given life to many career-related programs designed for school children and teachers.

Each factor should be, and is, viewed positively by educators. Meeting the challenges of desegregation and quality education are in part dependent on how successful each factor is in developing community-based school support. However, the combined effects of the rapidly proliferating, often well-funded community programs are sometimes negative. Often, such programs can be duplicative and wasteful of valuable school resources. At times, such programs are also competitive for limited school resources, counterproductive, and confusing to school personnel. Certainly community involvement in, and support for, our schools is critical and should be encouraged. Negative impacts of community and business supported programs in schools, however, can and should be avoided.

PRIVATE INITIATIVES IN PUBLIC EDUCATION (PIPE) is designed to meet two basic goals. First, PIPE will develop a higher level of community involvement and support for public schools. Second, PIPE will provide a mechanism through which community resources can be allocated to schools in a stable, equitable, and timely manner. PIPE will enhance schools while established community programs already involved in schools and new worthwhile programs will become expanded and universally more effective. Three factors are significant to note in association with the program description which follows.

PRIVATE INITIATIVES IN PUBLIC EDUCATION



PRIVATE INITIATIVES IN PUBLIC EDUCATION: A NON-PROFIT CORPORATION

The corporation will assist in developing, administering, and allocating resources of community sponsors to Seattle schools with the approval of the School District. Community sponsors will include Seattle businesses, professional associations, service organizations, higher education, labor unions and arts organizations. Sponsors will be affiliated to the corporation through partnerships with the various schools and programs of the Seattle School District. Each community sponsor will join with other sponsors in a partnership program with a specific senior high school or school program.

PIPE staff, designated school and school program coordinators, and PIPE partner coordinators will work in a collaborative way to enhance the educational programs and services of schools through community resources. The governing body of the PIPE corporation will be its Board of Trustees representative of the Seattle PTSA, Seattle Teachers Association, School Board, Principals Association, Committee for Academic Excellence, Seattle Chamber of Commerce, Seattle-King County Municipal League, and affiliated non-school sponsors.

Five advisory committees will be convened to guide the corporation's developmental and program processes. The Board of Trustees will utilize the recommendations of advisory committees in policy development.

Each Advisory Committee will be representative of a significant community sector involved in the PIPE organization. The general responsibility of each Advisory Committee is to reflect the interest of the community sector it represents to the Executive Director and Board of Trustees. The specific responsibilities of each Advisory Committee will be:

- Identify school and school community needs which can be met through PIPE resources.
- Recommend to the Executive Director and Board of Trustees programs to be implemented in schools through the PIPE organization.
- Determine and recommend to the Executive Director and Board of Trustees, additional community organizations to be considered as Full and Sponsoring Partners or otherwise involved in the PIPE organization.
- Recommend to the Executive Director and Board of Trustees any procedures, resources, programs, personnel, etc. which will enhance the effectiveness of PIPE programs and help the corporation to meet its objectives.

ADVISORY COMMITTEE MEMBERSHIPS:

PARENT ADVISORY COMMITTEE - The Parent Advisory Committee will be composed of all PTSA coordinators (13). The Executive Director will have the responsibility of coordinating the activities of this committee and communicating its recommendations to the Board of Trustees.

TEACHER ADVISORY COMMITTEE - The Teacher Advisory Committee will be composed of all School Coordinators (13). The District Coordinator will also be a member of the committee. The Executive Director will have the responsibility of coordinating the activities of this committee and communicating its recommendations to the Board of Trustees.

CULTURAL ADVISORY COMMITTEE - The membership of the Cultural Advisory Committee will be composed of all Partner Coordinators representing an arts or cultural organization. The Executive Director will have the responsibility of coordinating the activities of this committee and communicating its recommendations to the Board of Trustees.

HIGHER EDUCATION ADVISORY COMMITTEE - The membership of the committee will be composed of all Partner Coordinators representing colleges and universities. The Executive Director will have the responsibility of coordinating the activities of this committee and communicating its recommendations to the Board of Trustees.

PARTNER ADVISORY COMMITTEE - The membership of the Partner Advisory Committee will be composed of Partner Coordinators representing all community organizations affiliated with the PIPE Corporation. All full and sponsoring Partner Coordinators will serve on the committee. Some members of the Partner Advisory Committee will also be members of the Cultural Advisory Committee and Higher Education Advisory Committee. The Executive Director will have the responsibility of coordinating the activities of this committee and communicating its recommendations to the Board of Trustees.

The corporation's staff needs, once the corporation has been legally incorporated, have been determined to be one full-time Executive Director and a half-time secretary. The determination has been made assuming that accounting, word processing, printing and duplication facilities will be available to the corporation. These staff needs should remain constant as long as the corporation's program does not extend beyond implementation of the Partnership program.

CORPORATE DEVELOPMENT PROCESS

Steps listed below must be completed as quickly as possible. The steps are listed chronologically. The last step, the public announcement of the incorporation, should be made no later than the end of May, to maximize the chances of full Partnership program development (pairings of all senior high schools) by the beginning of the 1979-80 school year.

ARTICLES OF INCORPORATION FINALIZED: The Articles have essentially been ready for filing for several months. With a few minor alterations, filing can occur at any time.

LEGAL INCORPORATION: This step is, of course, concurrent with finalization of the Articles. Incorporators would most logically be one or more members of the present "nuclear" Board of Trustees, H. Roy Johnson, Katharine Bullitt and Shan Mullin. "Nuclear" Board members should be briefed by Chamber counsel on the responsibilities implied and explicit in acting as an incorporator prior to the act.

"NUCLEAR" BOARD EXPANSION: Immediately following incorporation, members of the "nuclear" Board should recruit additional Board of Trustee members. One new member should be a current member of the Seattle School Board; the others high-level business managers, representatives of PASS, PTSA, STA, Committee for Academic Excellence and School District staff. The immediate task of the expanded Board will be to identify and recruit other Full Partners.

POTENTIAL FULL PARTNERS IDENTIFIED: Using the Chamber's listing of major accounts, the Board of Trustees should identify potential Full Partners. The listing will include a contact person for each potential partner who, in most cases, is the company's chief executive officer.

FULL BOARD OF TRUSTEE RECRUITMENT BEGINS: Members of the expanded Board of Trustees should initiate a plan of action to recruit Full Partners. This activity should continue until all senior high schools have been paired with an area company. Recruitment efforts should be made on a one-to-one, personal basis with the most appropriate Board member establishing contact with the potential Partner company's chief executive officer and following through with visitation to the firm.

During the visitation, the Board of Trustee member will present the objectives of the PIPE program, Full Partner obligations, and the formal request for participation by the target company. As new Board of Trustee members are recruited, it is hoped that they will be enlisted to develop additional members of the Board.

In addition to Full Partners, the expanded Board of Trustees will also engage in the recruitment of Board of Trustee members not associated with an area firm.

EXECUTIVE DIRECTOR SELECTED: Once the full PIPE Board has been recruited, the PIPE Executive Director should be selected and a formal agreement between the Board and Executive Director should be executed. The agreement will outline the terms of employment applicable to the Executive Director.

DISTRICT COORDINATOR DESIGNATED: The Coordinator will be the District's official representative to the PIPE program. He or she will work closely with the Executive Director to make sure that PIPE activities are consistent with District requirements and that such programs are valuable, desireable additions to the school program.

POTENTIAL GRANTORS IDENTIFIED: One of the first responsibilities of the newly appointed Executive Director will be to research and identify potential grant sources. The Executive Director will include in his or her search not only local private foundations, but other grant sources as well.

GRANT DEVELOPMENT BEGINS: Once logical sources of grants have been identified and researched, the Executive Director will begin to prepare and ultimately submit grant requests to meet the needs of various aspects of the PIPE program. Particular emphasis should be on grants awarded for operational expenses and grants awarded to sustain the partnership activities of non-profit organizations. Wherever possible, when grant requests are made for sustaining activities, such requests should be made in cooperation with the benefiting non-profit organization.

PUBLIC ANNOUNCEMENT OF INCORPORATION: The announcement will occur as soon as all Full Sponsors have been recruited and the full Board of Trustees has been empaneled. The public announcement will be designed to be a local media event. The announcement activities will include a press conference, news release, and visitations to editorial boards and education feature writers. Mayor Royer has indicated his willingness to participate in the press conference. His participation will ensure fuller press coverage.

THE PARTNERSHIP PROGRAM

What are the Major Principles of the Partnership Concept?

That all parties understand each other's institutions, including management systems, resources, limitations and delivery systems.

2. That educational policies be designed to serve the society as a whole and aim toward increased proficiency in all sectors, services and strata of work -- from the professional level to that of unskilled labor.

3. That partnership relations between community organizations and local high schools be established. (Larger corporations have a primary partnership role, because they can offer more varied services to students and frequently have worked with public schools in earlier, less structured programs.)

4. That specific school/community pairings be based upon matching identifiable institutional needs with available community resources. In so doing, responsibility for program development and continuity can be assured.

5. That each partnership relationship be autonomous and free to develop programs based upon identifiable needs. Accordingly, individuals should be appointed within each partnership organization to assume responsibility for program development.

6. That the community partners be viewed as an integral part of the school and included in program planning for the school and its curricula.

7. That participation in partnership programs include both faculty and students.

8. That a system for sharing information between and among partnership members be employed to ensure full utilization of resources available.

9. That community partners be encouraged to bring in additional resources as appropriate, thereby offering to schools as comprehensive a program as possible.

There are three don'ts which emerge naturally from the above principles. These include:

1. The partnership should not be viewed as a recruitment scheme for business. If teachers, guidance counselors, students or parents perceive this to be the case, inevitable complications occur.

2. The partnership should not primarily become a public relations vehicle for either schools or community partners. Personal gain should not be the ulterior motive of institutional participants. The betterment of the student and the community should be.

3. Neither partner should make promises which cannot be kept. Unrealistic goals can lead to the downfall of projects.

PARTNERSHIP PROGRAM OBJECTIVES AND ACTIVITIES OF PIPE

Hundreds of programs could be implemented through the PIPE organization. Types of programs possible have been listed below according to three PIPE objectives.

STUDENT DEVELOPMENT

- Career Speakers
- Career Days
- Site Visitations
- Shadow Activities
- Cultural Enrichment Activities
- Internships
- Work-Study Opportunities
- Student-Operated Businesses
- Community Resources Bank
- Material and Financial Resource
- Training Courses
- Employment Readiness Courses
- Full-Time Employment
- Non-Stipended Club and Activities Advisors

STAFF DEVELOPMENT

- In-service Workshops
- Curriculum "Infusion"
- Career Guidance Programs
- Teacher/Administrator Site Visits
- Curriculum Development

ADMINISTRATIVE/POLICY CONCERNS

- Inter-School/District Collaboration
- Coordination of School and Non-School Programs
- Counteracting Race and Sex-Role Stereotyping
- Servicing Special Needs Populations
- Establishment of Policy Review Bodies

OVERVIEW OF EXEMPLARY ACTIVITIES

PIPE community partners will be paired with specific Seattle schools and school programs. Each partnership, which may include several community partners, will have as its primary task the identification of specific school or school program needs which may be met through community-based resources. Partnerships, once needs have been determined, will develop and implement services, programs and projects to meet the identified needs.

Partnerships will be collaborative programs which will require varying amounts and types of partner support. Each community partner will designate a coordinator to work with other partner coordinators, PIPE staff and the school coordinator. All coordinators will receive orientation and training from PIPE staff and other personnel as appropriate to ensure general understanding of sponsor and school obligations, limitations, etc.

Partner coordinators will be encouraged to work with other partner coordinators in other partnerships to maximize utilization of community resources. The Partner Advisory Committee and PIPE staff will be the logical forum and personnel to encourage cross-partnership resource coordination.

Hypothetical exemplary partnerships will help to fully explain the partnership concept as it might develop in Seattle.

During the first year of the Partnership, program coordinators will be encouraged to develop simple, unsophisticated activities. In all likelihood, first-year activities will not be directly related to curriculum or student and teacher personnel training.

The first-year task of school and partner coordinators will probably be limited to a variety of student services and activities. Examples of first-year partnership coordinator activities include recruitment of activities advisors, facilitating appropriate school involvement of other community programs (Explorers, Junior Achievement, Business Week, etc.), serve as the primary community contact for school personnel, coordinating guest speakers for school activities and classroom programs, organizing community visitations, organizing cultural enrichment events in cooperation with PIPE Partners, develop part-time and summer employment opportunities, obtain community based facilities, materials and services needed by schools, etc.

Once the rather uncomplicated types of programs listed above have been set in place, it is reasonable to expect that more complex efforts can be attempted. Some schools, especially those already working successfully with community groups, will readily attempt higher levels of community involvement - perhaps even during the first year of the Partnership. In most Partnerships, however, it is not expected that more complex programs will be implemented until the second, or perhaps third year.

An example of a possible Partnership activities series follows which will demonstrate a higher level of complexity than those already cited. The Partnership's purpose would be to acquaint students (perhaps all Junior Level students) with a career "cluster" employment area of importance to the Puget Sound region. The Boeing Company might develop a series of activities, services, and resources designed to highlight aerospace careers. They would include on-site field trips, in-class visitations by aerospace professionals and union personnel, handbooks describing careers and training programs applicable to aerospace careers, and part-time and summer employment. The Partnership could be developed for one school or on a district-wide basis.

A still higher level of Partnership complexity would be possible in schools which possess a high degree of demonstrated success in Partnership activities. An urban homestead Partnership model is an example of what might be accomplished after two years of Partnership experience. The primary sponsor of this project should be a major banking institution which has the broad community contacts and specialized personnel to implement the full project. Secondary sponsors might include realtors, architectural and engineering consulting firms, labor unions and their apprentice programs, a variety of subcontractors, a landscaping firm, and possibly others. The primary school partner should have a curriculum or emphasis which is technical or vocational in nature.

Partnership programs are common throughout medium-sized and large cities in the United States. For further and more detailed treatment, contact the IPAR program in Portland, Oregon; Adopt a School in Dallas, Texas; Tri-Lateral Council program in Boston, Massachusetts; and the School/Business Pairings program in Minneapolis, Minnesota, etc.

PARTNERSHIP RESOURCES

To one degree or another, community/school partnership programs in the United States are supported through corporate and private contributions, often through a Chamber of Commerce. In some instances, including Dallas, school districts provide funding for administrative costs. In almost all cases, administrative staff for partnership programs is quite small - usually an executive director and clerical/secretarial support. As programs expand, of course, additional staff may be added, but rarely do the staff additions exceed one or two people.

Many partnership programs have had success as grant requestors. Grantors have not been limited to private or corporate foundations. State and federal grant awards are quite common. Most "public agency" grants have been awarded to partnership programs emphasizing employment training or occupational education programs.

Partnership programs with ample support can be effective vehicles to introduce other school oriented community programs into the schools. Partnership programs and staff, usually because of their close identification with the business community, can be useful in obtaining support for worthy community programs providing services to schools. It is in the Partnership program's best interests to enhance the general effectiveness of other community programs and strengthen the base of community support for such programs. For example, the Explorers program as well as many other worthy community efforts have a long history of success in the schools. PIPE can assist such programs become even more effective and widespread.

In Seattle the participating company's level of involvement and support will be varying. All participating sponsors will be requested to designate a coordinator from the ranks of their employees. The partner coordinator's responsibilities will be to:

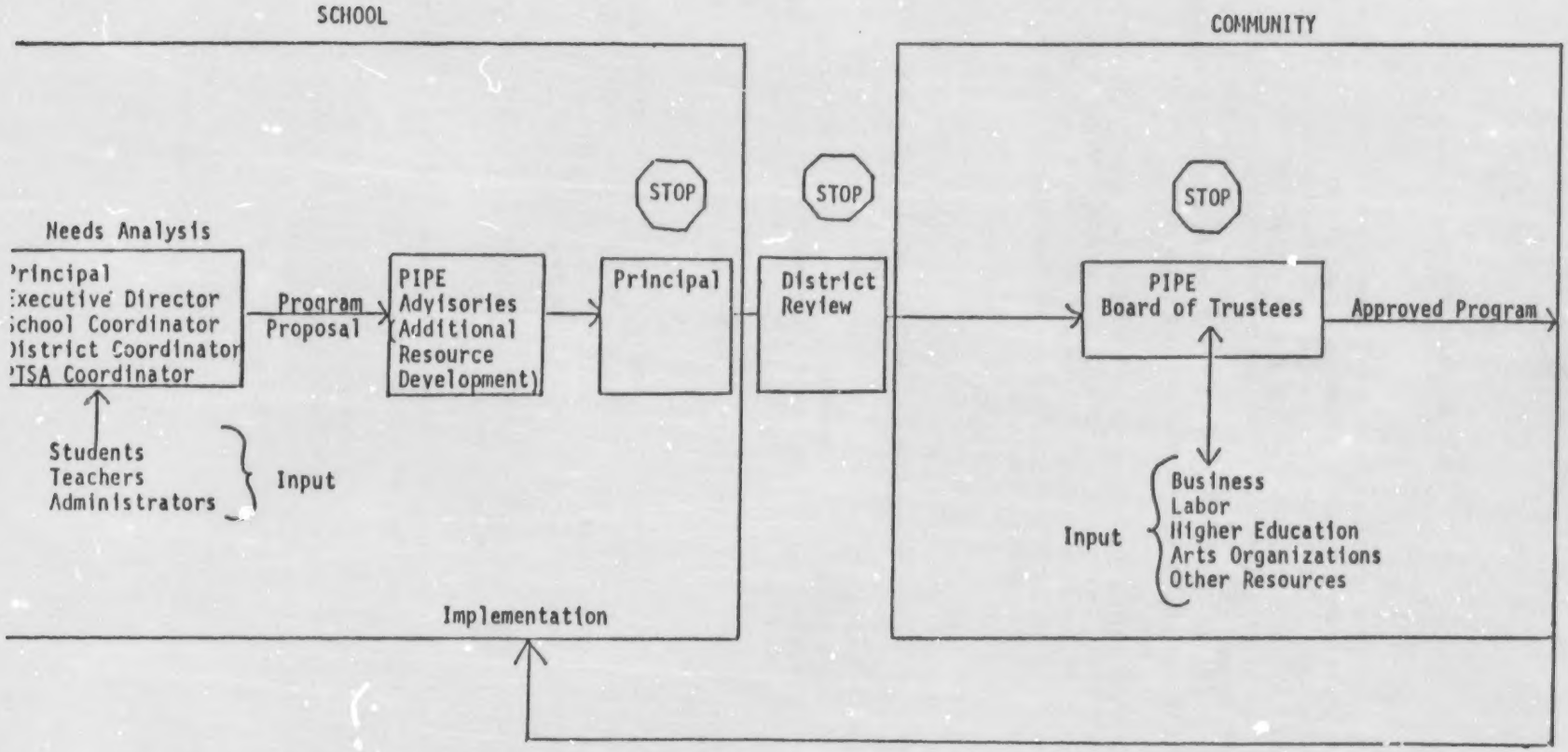
1. Attend all meetings of the Partner Advisory Committee (expected to be monthly).

2. Participate in all orientation and training programs (at least two per school year).

3. Meet with appropriate coordinator(s) and PIPE staff as necessary to implement partnership responsibilities as agreed upon between school personnel, PIPE staff and partner coordinators.

4. Serve as the "PIPE representative" to his or her organization and its employees and/or volunteers.

PROGRAM DEVELOPMENT AND IMPLEMENTATION PROCESS



While partner coordinator responsibilities will be the same for all partners, three types of partnership options, each with different obligations, will be available:

FULL PARTNER: Thirteen community organizations, most likely major companies, will be selected for pairing with senior high schools. Each partner paired with a senior high school will contribute at least $1,500 to the administrative expenses of PIPE. In addition to a designated coordinator, full partners will be requested to designate a member of their top management to the PIPE Board of Trustees.

SPONSORING PARTNERS: Any number of sponsoring partners may participate in the partnership program. With the exception of non-profit organizations, sponsoring partners will contribute at least $200 to the administrative expenses of PIPE. All sponsoring partners, both profit and non-profit, will designate and assign a coordinator to a partnership.

PARTNERSHIP PROGRAM DEVELOPMENT PROCESS

Steps listed below must be completed by the beginning of the 1979-80 school year. As in the previous section, the steps are listed chronologically.

FULL PARTNERS SELECTED: Full Partners, to be paired with each one of the senior high schools, will in all likelihood be major Seattle area companies. Full Partners will be asked to contribute at least $1,500 to the administrative costs of the PIPE Corporation. Additionally, they will be asked to designate a company coordinator to work directly with the school coordinator and PIPE staff. Specific responsibilities of the company coordinator are detailed earlier in this document.

Full Partner responsibility to their partner schools will vary and be determined in collaboration with PIPE staff and the school's coordinators. Full Partner responsibility may include partially or fully underwriting the partnership related activities of a sponsoring partner (Usually, a non-profit or community organization).

FULL PARTNER COORDINATORS DESIGNATED: As Full Partners are determined, coordinators will be designated and assigned to work directly with PIPE staff and partner school and School District personnel. As Full Partner coordinators are designated, PIPE staff will make arrangements to meet informally to ensure that the coordinator understands his or her responsibilities to the Partnership program.

FULL PARTNERSHIP WORKSHOP: The "workshop" will be a two to three-hour meeting of all Full Partner coordinators. The coordinators will be the partial membership of the Partner Advisory Committee. The "workshop" will be the first meeting of the Partner Advisory Committee. The content of the "workshop" will be determined by PIPE staff and appropriate School District personnel. At the minimum, the workshop will be an effort to familiarize coordinators with School District and specific school characteristics, school programs, major high school problems, student characteristics, Partnership program limitations, possible partnership activities, necessary program deadlines, etc.

SCHOOL COORDINATORS DESIGNATED: Once Full Partners and their coordinators have been determined and briefed, specific school coordinators should be designated. The selection process for school coordinators should be determined by appropriate School District personnel. Ideally, the selection process would include building administrators, school teaching staffs, and appropriate School District personnel. School coordinators will have full responsibility for working with PIPE staff and partner coordinators to implement partnership activities in each school.

Ideally, each coordinator will have half-time partnership responsibilities and be a certificated person.

SCHOOL COORDINATOR WORKSHOP: School coordinators will participate as a group in a two to three-hour meeting designed to familiarize them with their responsibilities to the Partnership program. School coordinators will constitute the membership of the Teacher Advisory Committee in addition to other personnel identified earlier. Workshop structure will be determined by appropriate School District personnel and PIPE staff.

PARTNERSHIPS DETERMINED: The PIPE staff will have the responsibility of recommending specific partnerships to the Board of Trustees. Specific recommendations will be formulated based on Full Partner and specific school characteristics and needs as determined by the Partner Advisory Committee and Teacher Advisory Committee. With Board of Trustee approval, formalized pairing will occur.

PUBLIC ANNOUNCEMENT OF PARTNERSHIP PROGRAM: Partnerships will be publically announced to enhance the community support for, and interest in, the general Partnership program. The public announcement will be a series of events similar to the events detailed in the section describing the public announcement of incorporation.

PARTNERSHIP PROGRAM NEEDS ASSESSMENT: School coordinators, Full Partner coordinators, and PIPE staff will meet to determine how the Partnership program should be specifically implemented in each school community. The needs assessment process will be 13 separate meetings, one for each of the 13 school/business pairings.

APPENDIX V

RESTATED BY-LAWS

OF

MARCUS A. FOSTER EDUCATIONAL INSTITUTE

ARTICLE I

Principal Office

The principal office of the corporation is hereby fixed and located at 1212 Broadway, Oakland, California 94612. The Board of Directors is hereby granted full power and authority to change said principal office from one location to another in the County of Alameda. Any such change shall be noted by the Secretary opposite this Article, but shall not be considered an amendment of these By-Laws.

ARTICLE II

Members

Section 1. Classification of Members

There shall be but one class of members of the corporation, and the rights, powers, privileges and liabilities of all members shall be equal. The Board of Directors shall be the only members of the corporation.

ARTICLE III

Section 1. General

The affairs of the corporation shall be managed by its Board of Directors, each of whom shall be of legal age.

Section 2. Number and Election of Directors

The authorized number of Directors of this corporation shall be twenty-seven (27), until changed by amendment of the Articles of Incorporation or by a By-Law duly adopted by the Board of Directors amending this Section 2.

The Directors of this corporation shall be elected to serve for terms of three years; nine Directors shall be elected each year at the annual meeting. Directors, for the purpose of providing staggered elections, shall be placed in three categories based upon the expiration of their present terms as follows:

Category I: Expiring at the regular annual meeting of the Board of Directors in 1977

1. Laurence D. Bolling
2. Albertine R. Foster
3. Dr. Robert E. Hill
4. William L. Bradley
5. Elizabeth Koontz
6. David S. Tucker, Jr.
7. Robert W. Blackburn
8. Robert J. Wert
9. Ike Tribble

Category II: Expiring at the regular annual meeting of the Board of Directors in 1978

1. J. Evans Morrison
2. Y. Charles Soda
3. Peter Bradley
4. Justin M. Roach, Jr.
5. William M. Towers
6. Florence Jurs
7. Stanley P. Hebert
8. R. Colby Thomas
9. William Gross

Category III: Expiring at the regular annual meeting of the Board of Directors in 1979

1. Allain Russo
2. Richard Spees
3. Frank Ogawa
4. Lee Rumph
5. Eileen Marie Cronin
6.
7.
8.
9.

Directors shall be elected at the annual meeting of the Board of Directors by the vote of a majority of the Directors then serving, excluding the Directors standing for election.

Any director shall be entitled to serve an unlimited number of terms in succession or otherwise.

Section 3. Vacancy

Vacancies occurring in the Board by death, resignation, refusal to serve, or otherwise, shall be filled for the unexpired term by a vote of a majority of a quorum at any regular or special meeting of the Board of Directors.

Section 4. Resignation

Any Director may resign at any time by giving written notice to the Board of Directors. Such resignation shall take effect at the time specified therein, or, if no time is specified, at the time of acceptance thereof as determined by the Board.

Section 5. Removal

Any officer or Director may be removed at any time by vote of at least a majority of the Directors then serving.

ARTICLE IV

Meetings of the Board

Section 1. Place of Meetings

The meetings of the Board shall be held at the principal office of the corporation or at any place within the United States that the Board may from time to time designate.

Section 2. Annual Meeting

Each regular June meeting of the Board of Directors shall be the annual meeting for the purpose of organization, election of directors and officers, and the transaction of other business. Notice of such meetings is hereby dispensed with.

Section 3. Regular Meetings

The Board shall meet regularly on the third Thursday of each month, at 4:00 p. m. at the principal office of the corporation or at such other time and place within the County of Alameda as may be designated from time to time by the directors; provided, however, that should any such day fall upon a legal holiday then any such regular meeting of the Board of Directors shall be held at the same time and place on the next day thereafter ensuing which is a full business day.

Section 4. Special Meetings

Special meetings of the Board may be called at any time by the President or two (2) or more Directors.

Section 5. Notice of Meetings

No notice shall be required for a regular meeting. Notice of any special meetings of the Board shall be given at least five (5) days previously thereto by written notice sent by any usual means of communication to each Director to his address as shown by the records of the corporation; however, notice may be waived before, at, or after any meeting.

Section 6. Waiver of Notice

Attendance of a Director at a meeting shall constitute a waiver of notice of such meeting, except when a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 7. Quorum

A majority of the authorized number of Directors then serving shall be necessary to constitute a quorum for the transaction of business. Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors unless a greater number be required by law or by the Articles of Incorporation.

Section 8. Action Without Meeting

Any action required or permitted to be taken by the Board of Directors under the Corporations Code of the State of California may be taken without a meeting if all members of the Board shall individually or collectively consent in writing to such action. Such consent shall have the same effect as a unanimous vote of the Board of Directors and shall be filed with the minutes of the proceedings of the Board. Any certificate or other document filed under any provision of the Corporations Code of the State of California which related to actions so taken shall state that the action was taken by unanimous written consent of the Board without a meeting and that these By-Laws authorize the Directors to so act.

Section 9. Notice of Adjournment

Notice of the time and place of holding an adjourned meeting need not be given to absent Directors if the time and place be fixed at the meeting adjourned.

ARTICLE V

Compensation of Directors

Section 1. Compensation

Directors as such shall not receive any compensation for their services as Directors, but the Board may, by resolution, authorize reimbursement of expenses incurred in the performance of their duties. Such authorization may prescribe the procedure for approval and payment of such expenses by designated officers of the corporation. Nothing herein shall preclude a Director from serving the corporation in any other capacity and receiving compensation for such services.

ARTICLE VI

Powers of the Board of Directors

Section 1. Powers Authorized

Subject to the limitation of the Articles of Incorporation and of the General Nonprofit Corporation Law of the State of California as to the action to be authorized or approved by the members, and subject to the powers of the Board of Directors as set forth in these By-Laws, all corporate powers shall be exercised by or under the authority of, and the business affairs of the corporation shall be controlled by the Board of Directors.

Section 2. Property Rights

The members of this corporation shall have no property rights in the assets of this corporation upon dissolution or otherwise.

ARTICLE VII

Officers

Section 1. Officers

The officers of the corporation shall be a President, a Vice-President, a Treasurer, a Secretary, and such other officers as the

Board of Directors shall deem necessary or desirable.

Section 2. Election

The officers shall be chosen annually by the Board of Directors, and each shall hold office until they shall resign, be removed, or otherwise disqualified to serve, or their successor shall be elected and qualified.

Section 3. Removal and Resignation

Any officer may resign, or may be removed with or without cause by the Board of Directors at any time. Vacancies caused by death, resignation or removal of any officer may be filled by appointment by the Board of Directors.

Section 4. President

The President shall be the chief executive officer of the corporation, and, subject to the control of the Board of Directors, shall have general supervision, direction and control of the affairs of the corporation. The President shall preside at all meetings of the Board of Directors.

Section 5. Vice-President

In the absence or disability of the President, the Vice-President shall perform all the duties of the President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall have such other powers and perform such other duties as from time to time may be prescribed by the Board of Directors or the By-Laws.

Section 6. Secretary

The Secretary shall keep at the principal office of the corporation a book of minutes of all meetings of the Board of Directors, with the time and place of holding, how called or authorized, the notice thereof given, the names of those present

at Directors' meeting, the number of members present at the meetings and the proceedings thereof.

Section 7. Treasurer

The Treasurer shall be responsible for all corporation funds and shall maintain all necessary records to properly account for such monies, shall sign all checks approved by the President for payment. The accounts of the corporation shall be open to inspection by the Directors and authorized auditors. The Treasurer may be bonded for the performance of duties related to this office; the premium of which shall be paid by the corporation.

ARTICLE VIII

Committees

Section 1. Committees

The President, subject to the approval of the Board, each year promptly after the annual meeting shall appoint the chairmen and members of all standing and special committees of the corporation and shall have the right to remove any person for any reason from any committee position.

Section 2. Standing Committees

There shall be an Executive Committee and such other committees as the Board may from time to time designate. The chairmen and the members of which shall serve for a one year term until they are removed or their successors are appointed.

Section 3. Executive Committee

The Executive Committee shall consist of the immediate past president and the officers of the corporation and the chairmen of all standing committees. The President shall serve as chairman. The Executive Committee shall act for the Board in the direction of the affairs of the corporation between meetings of the Board of

Directors. All action recommended or taken by the Executive Committee shall be subject to the approval of the Board.

ARTICLE IX

Community Council

Section 1. Description

The Board shall have the right to create a Community Council to provide liaison with the community and to assist in providing the Board with information and recommendations as to needs of the community relevant to the purposes of the corporation.

Section 2. Membership of Community Council

The Community Council shall be composed of such persons in the Oakland community as the Board shall from time to time deem qualified to serve on the Community Council. The Board shall have the power to establish the term of each member and to appoint and remove each member.

Section 3. Function of the Community Council

The Community Council will provide views and ideas of the community for assisting the corporation in reviewing and evaluating new and existing programs of the corporation.

ARTICLE X

Staff

Section 1. Recruitment and Employment

The staff of the corporation shall consist of personnel categories approved by the Board and such other staff positions as the Board may from time to time deem necessary or desirable.

Section 2. Executive Director

The Executive Director shall be in charge of the day to day administration of the activities of the corporation subject to the direction and control of the officers.

Section 3. Compensation

The Board shall fix the compensation of all staff members of the corporation.

ARTICLE XI

Contracts, Checks, Deposits and Funds

Section 1. Authorization

The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances.

Section 2. Limits

No officer, agent or other person shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or to any amount.

Section 3. Signature

All checks, drafts, or other orders for the payment of money, note, or other evidences of indebtedness issued in the name of the corporation shall be signed by such officer or officers, agent or agents, of the corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

Section 4. Funds

All funds of the corporation not otherwise employed shall be deposited to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select, or as may be designated by any officer or officers or agent or agents of the corporation to whom such power may be delegated by the Board of Directors.

Section 5. Acceptance of Gifts

The Board of Directors or any officer or officers or agent or agents of the corporation to whom such authority may be delegated by the Board, may accept on behalf of the corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the corporation.

Section 6. Audits

Annually, upon the request of any member of the Board of Directors, the accounts of the corporation will be audited by a Certified Public Accountant, whose report shall be submitted to the Board.

Section 7. Bond

At the direction of the Directors, any officer or employee of the corporation shall be bonded. The expense of furnishing any such bond shall be paid by the corporation.

ARTICLE XII

Notice and Time Requirement

Section 1. Notice in General

In any case hereunder when notice to the Directors is required or permitted, the notice shall be in writing or printed. When mailed, the notice shall be deemed to be delivered when deposited in the United States Mail addressed to the Director at his address as it appears on the records of the corporation. When delivered personally or by hand, the notice shall be delivered when actually received by the Director.

Section 2. Waiver of Notice or Lapse of Time

Whenever under the provisions of law or these By-Laws, the Board or any committee thereof is authorized to take any action after notice to any person or persons or after the lapse of a prescribed

period of time, such action may be taken without notice and without the lapse of such period of time, if at any time before or after such action is completed the person or persons entitled to such notice or entitled to participate in the action to be taken submits a signed waiver of notice of such requirement.

ARTICLE XIII

Seal

The Corporation may have a seal in the appropriate form, which seal, if one is desired, shall be kept by the Secretary and which may be affixed to formal documents executed in the name of the corporation to which the corporate seal is customarily affixed.

ARTICLE XIV

Indemnification

The corporation shall indemnify officers, directors and other persons in accordance with and to the extent provided for in the Corporation Code of the State of California.

ARTICLE XV

Amendment

These By-Laws may be altered, amended or repealed by the Board at any regular meeting or at any special meeting called for that purpose, provided, however, that notice of the proposed amendment, alteration or repeal shall be given to each Director at least five (5) days prior to the date of the meeting at which the By-Laws are to be altered, amended or repealed, provided, however, that no notice shall be required if all Directors are present and all vote in favor of the amendment.

ARTICLE XVI

Miscellaneous

Section 1. Inspection of By-Laws

The corporation shall keep in its principal office the original or a copy of these By-Laws, as amended or otherwise altered to date, certified by the Secretary, which shall be open to inspection by the members at all reasonable times during office hours.

Section 2. Fiscal Year

The fiscal year of the corporation shall commence on the first (1st) day of July each year, or such other period as the Board may from time to time specify.

Section 3. Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction and definitions contained in the California General Nonprofit Corporation Law shall govern the construction of these By-Laws. Without limiting the generality of the foregoing, the masculine gender includes feminine and neuter, the singular number includes the plural and the plural number includes the singular, and the term "person" includes a corporation as well as a natural person.

CERTIFICATE OF SECRETARY

I, the undersigned, do hereby certify:

1. That I am the duly elected and acting secretary of the Marcus A. Foster Educational Institute, a California nonprofit corporation; and

2. That the foregoing Restated By-Laws constitute the By-Laws of said corporation as duly adopted at a meeting of the Board of Directors thereof duly held on_____, 19____.

IN WITNESS WHEREOF, I have hereunto subscribed my name and affixed the seal of said corporation this____day of_____, 19____.

MARCUS A. FOSTER EDUCATIONAL INSTITUTE

Amendments to the Restated By-Laws

Article IV, Section 7

A majority of Board members present at any one meeting shall constitute a quorum for the transaction of business

(Adopted 1/25/77)

Article III, Section 2

The authorized number of Directors of this corporation shall be thirty-five (35).

(Adopted 5/5/77)

Restated and Amended By-Laws adopted 6/16/77.

APPENDIX VI

Coalition of City School Districts

Articles of Organization

1. The name of this organization shall be, "The Coalition of City School Districts".

2. The purpose of this organization is to promote communications among member City School Districts, to identify common concerns and to represent the interests of the organization at the state level.

3. Membership shall consist of school boards from the member cities. Each member city school board shall have one vote. In the absence of a school board member, a designee from that school district shall cast that district's vote.

4. A quorum shall consist of a majority plus one which includes at least 2 board members from a fiscally independent and 2 board members from a fiscally dependent district in attendance. A quorum will be necessary for action.

5. A chairperson, who shall preside at all meetings, a vice-chairperson, who shall serve in the absence of the chairperson, and a secretary/treasurer, whose duties shall be defined by an empowering resolution, shall be elected from among the board members at each annual meeting. These officers shall comprise the Steering Committee.

6. There will be four(4) regular scheduled meetings with an annual meeting occuring at New York State School Boards' Association Convention. Such special meetings as appear desirable shall be held at the call of the Steering Committee or any four member districts.

7. The Steering Committee shall determine the dates of all regular meetings, the annual meeting and special meetings which it calls. The agenda shall be prepared in advance of each regular meeting and the annual meeting by the Steering Committee. Each member district may submit agenda items to the Steering Committee. The agenda for special meetings shall be prepared in advance of such meetings by the caller of such meetings.

8. A treasury shall be established by assessing each members board a share of the estimated cost of the ensuing year, the amount to be determined at the annual meeting.

9. Disbursements may be made only on vouchers or voucher lists approved by the chairperson or secretary/treasurer, all checks to be signed by two of the following: Chairperson, Vice-Chairperson, Secretary/Treasurer.

10. The location of each regular meeting shall be determined by the members at the preceding meeting. The location of special meetings shall be Albany, New York.

11. The Articles of Organization may be amended at any regular meeting or at a special meeting called for this purpose providing, however, proposed amendments have been submitted in writing to each member board at least two weeks prior to the meeting at which they are voted on.

12. The members of the Steering Committee shall be appropriately bonded in their fiduciary capacities.

13. A depository bank shall be selected for the deposit of all funds of said organization. The depository bank shall be located in the city of residence of the secretary/treasurer.

APPENDIX VII

BCFA LARGE DISTRICT FORUM

Organizational Structure

Name of the Organization. The organization shall be designated as the Large District Forum of the Kansas Association of School Boards.

Purpose. The purpose of the forum is to provide an opportunity for joint discussions between school districts with mutual interests and needs, and a commitment to address cooperatively problems and opportunities unique to the larger school districts.

Membership. Membership in the forum shall be open to all school districts who hold membership in the Kansas Association of School Boards.

Data Base. The data base for comparison purposes shall include the 30 largest school districts in Kansas in terms of pupil enrollment.

Officers. The officers of the forum shall be a chairman, vice-chairman, legislative committee chairman and secretary-treasurer. The chairman, vice-chairman and legislative committee chairman shall be elected and installed at the annual meeting and the secretary-treasurer will be a staff member of the Kansas Association of School Boards, designated by the KASB president. The officers shall constitute the Executive Committee which will administer the forum between meetings.

Meetings. The annual meeting of the forum shall be held in May of each year at a time and place designated by the chairman. Other meetings may be held from time to time as the need arises.

Committees. The chairman is authorized to appoint such additional committees as may be needed to carry out the purposes of the organization.

Finances. No dues will be established for participation in the forum. The cost of workshops and other programs sponsored by the forum will be defrayed by a fee chargeable to those who participate in such meetings.

January 18, 1978
February 4, 1978 (revised)

BCFA-R Large District Forum

Guidelines for Establishing an Intra-KASB School District Forums

1. Primary prerequisites:

   a. All proposed members of the FORUM must be members of KASB

2. Organizational Requirements:

   a. Develop a clear description of the type of school district eligible to belong to the FORUM;

   b. Develop a clear statement of purpose of the FORUM; and

   c. Identify officers of the FORUM and method of election; determine length of term of each office.

3. Steps to gain approval of the FORUM:

   a. Complete and verify points 1 and 2 above;

   b. Submit material to KASB Executive Director who will present the material together with his recommendation to the KASB Executive Committee for consideration;

   c. The KASB Executive Committee will forward application for FORUM approval and its recommendation to the full KASB Board of Directors for consideration; and

   c. Final determination by the KASB Board of Directors.

4. Appointment of KASB staff liaison with FORUM, if approved.

5. KASB Board of Directors requirements:

   a. Any FORUM approved by the KASB Board of Directors must allow any school district to attend any of the FORUM's meetings:

   b. A copy of the FORUM's minutes must be sent to the KASB Executive Director after each meeting; and

   c. The President of the FORUM will be invited, from time to time, to meet with the KASB Executive Committee and/or the KASB Board of

Guidelines for Establishing an Intra-KASB School District Forums

Directors to report on the FORUM's activities or on other matters as determined by the parties.

Approved: June 11, 1978

APPENDIX VIII—
THE SURVEY INSTRUMENT

Section II

DEVELOPING EFFECTIVE COALITIONS SURVEY

1. Does your district have an organized program specifically charged with the responsibility of building and maintaining coalitions with the school district?

__ Yes __ No __ Not sure

2. If yes, is this program conducted in conjunction with local: (Check all that apply)

_____Community Groups
_____Business and Industrial Groups
_____Civic Groups (e.g. Rotary Club)
_____Colleges and Universities
_____Specialized Associations (legal, medical, dental)
_____Other (Please specify): _____

3. What is the official name of the program? _____

4. How long has this program been in effect?

_____less than 1 year
_____one year
_____two years
_____three years
_____four years
_____five years or longer

5. Was the program initiated by your district or did the group/external group(s) approach your district?

__ District initiated __ Group initiated

6. Please list the community or other groups or institutions directly involved with the program.

_____ _____ _____

_____ _____ _____

7. Do you have any descriptive literature on your program? If so, please provide us with a copy. If not, please explain briefly the type of program.

_____

_____

_____

8. What type of problems, if any, were encountered by your district when creating your program?

_____

_____

_____

9. Did community pressure play a role in the development of this program?

__Yes __ No __Not sure

10. How successful has this program been in its goals/objectives?

_____Very successful
_____Moderately successful
_____Successful
_____Slightly successful
_____Not successful

11. Are the students in your district active participants in this program?

_____Most students participate
_____Some students participate
_____Very few students participate

12. Does your district have a written policy on programs such as this?

___ Yes ___ No ___ Not sure

13. Do you receive any type of non-district funding for this program?

___ Yes ___ No ___ Not sure

14. Approximately how many students are enrolled in your district?

_____ 0-299 _____2,500-9,999 _____25,000 or more
_____300-2,499 _____10,000-24,999 _____Don't know

15. What is the name of your school district?

_____

16. In which state is your district located?

_____

* * * * * * * *

Thank You

Please return completed survey on or before Dec. 14, 1981 to:

Research and Information Services Department
National School Boards Association
1055 Thomas Jefferson Street, N.W.
Washington, D.C. 20007

AD HOC STUDY COMMITTEE ON "DEVELOPING EFFECTIVE COALITIONS IN URBAN SCHOOL DISTRICTS

Seymour Rose, Chairman
Member, Board of Education
Oakland, California

MEMBERS:

George Bell, President
Board of Education
Detroit, Michigan

Joyce Focht, President
Board of Education
Wichita, Kansas

Josephine Genovese, Member
Board of Education
Rochester, New York

Gaynelle Goodrich, President
Board of Education
Omaha, Nebraska

Robert Medrano, Member
Board of Education
Dallas, Texas

Bert Prosterman, Member
Board of Education
Memphis, Tennessee

Katherine Schomp, Member
Board of Education
Denver, Colorado

Dorothy Springer, Member
Board of Education
St. Louis, Missouri

NSBA STAFF LIAISON:

Jeremiah Floyd
Associate Executive Director

Sandra O. Heningburg, Director
Urban & Minority Relations Department

ABOUT THE COUNCIL OF URBAN BOARDS OF EDUCATION

ORGANIZATION

Recognizing the unique responsibilities of public school board members serving the nation's largest cities, the NSBA Board of Directors in January 1967 authorized a special committee known as the NSBA Council of Big City Boards of Education. A nine-member Steering Committee composed of big city board members was elected in April 1967. Eleven years later, the Council membership changed its name to the Council of Urban Boards of Education. The Chairman of the Council serves as ex officio member of the NSBA Board of Directors.

Membership eligibility is extended to school boards serving communities with core city populations of at least 200,000, or a student enrollment of at least 40,000 with a core city population of 175,000 or more.

PURPOSE

The Council exists to enable school board leaders to gather information, develop recommendations, and take appropriate action to improve the quality and equality of education provided in densely populated cities containing widely varying kinds of people with diverse and heterogeneous backgrounds.

PROGRAM

Through its subcommittees and staff, the Council uses conferences, workshops, publications, newsletters, consulting services, telephone contacts, and other committees to improve the board members' own policymaking effectiveness. In conjunction with the NSBA Board of Directors, the Council serves as a vehicle for bringing urban board members and their viewpoints before federal officials and members of the Congress.

STEERING COMMITTEE

The Steering Committee is now composed of twelve people plus the Immediate Past Chairman. The Executive Director of the National School Boards Association and the President, Board of Directors, National School Boards Association, serve as ex officio members of this Committee. The Director, Urban and Minority Relations, NSBA Associate Executive Director, NSBA Office of Communications and Membership Relations, serve as staff liaisons.

The Committee members serve a three-year term upon election by the Council during the Council's Preconvention Meeting. The Council Chairman appoints a Nominating Committee Chairman to oversee the compilation of a slate of nominees from Council members in good standing. The Nominating Committee gives consideration to slating nominees so that a regional, sexual and racial balance on the Steering Committee might be retained.

The Council Chairman and Vice Chairman are elected by the Steering Committee at the first meeting of the Committee after the election of new Committee members.

Meetings of the Committee are held four times per year -- one prior to the Council's Annual Meeting; one during the fall in a Council member city; another in the winter in a Council member city; and one prior to the Council's Preconvention Meeting.

ABOUT NSBA....

The National School Boards Association is a not-for-profit organization whose primary mission is the general advancement of education through the unique American tradition of local citizen control. In this way, education policy is decided by board members who are directly accountable to the community. NSBA promotes the quality of education through services to state associations of local school boards and local school districts. It represents school board interests before Congress, federal education agencies and other national regulatory bodies. Active Members of NSBA include the 49 state associations of local school boards, the Hawaii State Board of Education plus the boards of education of the District of Columbia and the Virgin Islands. Founded in 1940, NSBA represents about 95,000 of the nation's school board members who, in turn, govern the schools attended by 97% of all public school children.

...SERVING AMERICAN EDUCATION THROUGH SCHOOL BOARD LEADERSHIP.

NATIONAL SCHOOL BOARDS ASSOCIATION
1055 Thomas Jefferson Street, N.W., Suite 600, Washington, D.C. 20007/ (202) 337-7666